

Technical and Bibliographic Notes / Notes techniques et bibliographiques

Canadiana.org has attempted to obtain the best copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

Canadiana.org a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |

The Educational Journal.

Consolidating "THE EDUCATIONAL WEEKLY" and "THE CANADA SCHOOL JOURNAL."

Subscription, \$1.50 a year.
In advance.

TORONTO, FEBRUARY 16, 1891.

Vol. IV.
No. 19.

Table of Contents.

	PAGE.		PAGE.
EDITORIAL NOTES.....	289	FOR FRIDAY AFTERNOON—	
SPECIAL PAPER—		Give and be Rich.....	293
Looking Forward.....	290	Little Soldiers.....	295
A Week at Oswego Normal School.....	291	HINTS AND HELPS—	
ENGLISH—		Stay in the Section.....	295
Lesson in Rhetoric.....	292	EDITORIAL—	
Questions and Answers.....	292	Incentives to Study.....	296
Supplementary Notes to Longfellow.....	293	Electricity in the School-room.....	297
New Books on English, etc.....	293	LITERARY NOTES—	
EXAMINATION PAPERS—		SCHOOL-ROOM METHODS—	
Education Department, Ontario, Decembet Examinations, 1890.....	294	A Chart Class.....	298
		PRIMARY DEPARTMENT—	
		The First Half-hour.....	299
		In Darkest School-rooms.....	299
		QUESTION DRAWER.....	300

✻ Editorial Notes. ✻

WE are sometimes asked to re-publish the list of literature selections for Entrance Examinations, and it has been suggested that the list should be kept standing in our columns for several weeks. Our friends probably failed to notice the advertisement of the Education Department in our advertising columns, in which the subjects prescribed for Entrance were given in every number from September 1 to December 15, 1890. A teacher having one of these numbers has therein the information required. New subscribers not having these numbers will be furnished with a back number on application, or may, no doubt obtain a copy of the circular containing this list on application to the Education Department.

THE author of "Friends in Council" deems it important to keep the minds of children "fallow, as it were, for several of the first years of their existence." The advice is intended to discountenance the forcing process to which young children are too often subjected, in being made infant prodigies. We are quite agreed in regard to the hurtfulness of the latter course, but we do not believe in the fallowing system. The development of the child's mind should go on *pari passu* with that of the body. Suitable food and exercise are as indispensable to the health of one as of the other. Some of the teacher's worst trials are with those children whose mental faculties have been left almost dormant during the first six or seven years of their lives.

DR. FELIX ADLER, in a foot-note to the article from which we give an extract on another page, says, "It is an open ques-

tion whether corporal punishment should be permitted in the case of very young children, who have not yet arrived at the age of reason?" To our thinking this is not even an open question. We are convinced that, in the great majority of cases, corporal punishment of such kind as an intelligent and loving parent would inflict, is needed at this age. It is indicated by nature, or by the conditions of the case, which means the same thing, as the only means by which, before the development of reason and conscience, the habit of obedience, which is the foundation of all parental training, can be implanted. We are also firmly persuaded that if such slight corporal punishment as may be necessary at this period, or say during the first three or four years, be judiciously administered, there will be no need of it at any future stage. We always make a broad distinction between the God-given right of a parent and that conferred by custom or law upon the teacher to use corporal chastisement, but none the less we are of opinion that the necessity, real or fancied, of the use of such discipline even by a parent, in the case of a boy or girl eight or ten years of age, or older, is proof positive that the parents did not understand, or did not do, their duty to the child in its infancy. Parental training to be thoroughly effective must begin in the cradle. There is no more fatal mistake than to postpone it to a later period.

WE quote in another column a brief article from the *North Carolina Teacher*, touching the Grube method in Arithmetic, with which we heartily agree. We have little doubt that very much valuable time is wasted in some of our schools—the kindergartens not excepted—in the use of mechanical, or what are called "objective" processes and expedients. Our observation of children has led us long since to the conclusion that it is not only a loss of time, but a hindrance to future progress to keep the child to the use of objects or illustrations of any kind one day longer than is necessary to enable him to get a clear idea of the fact or principle to be illustrated. The idea of keeping a child of six to eight years of age and of average capacity, for a whole year on the first ten numbers, as we have seen recommended, is simply preposterous. We should not fear to undertake to lead any such child

to a tolerably clear apprehension of numbers up to one hundred, if not one thousand, in half that time. The use of objects or illustrations at proper times, to aid in securing full and clear comprehension of ideas, is invaluable and indispensable, but the moment these have served their purpose, they should be discarded as crutches no longer needed. Children are capable of abstracting such notions as that of number, and as a matter of fact do make and use such abstractions, at a much earlier age than many faddists suppose. And, according to a law with which we deal more fully elsewhere, they are formed to enjoy doing the hardest things and exercising the highest faculties of which they are capable.

AGAIN the *Canada Health Journal* sounds a note of warning against the present athletic "craze." In the December number the *Health Journal* drew attention to the investigations of Dr. Morgan, which showed some of the serious consequences of excessive rowing; to the report that, of thirty-two all-round athletes in a New York club of five years ago, three are dead of consumption, five have to wear trusses, four or five are lop-shouldered, and three have catarrh and partial deafness; and to the writings of the eminent London physicians, Drs. Fothergill, Clifford Albut and Moxon, showing the intimate relation between mechanical strain and diseases of the arteries and of the valves of the heart. "Often," says the *Journal*, it is not so much exercise that is demanded as it is outdoor pure air. Athletes usually die young, and much of the more vigorous exercises in the sports of the present day shorten, rather than lengthen life. *The Medical Record* says that "the brain-worker needs only a regular temperate life, with a walk, fresh air, and sound sleep and the body does not need Herculean muscles in order to be sound;" and that "athletic work is safe only for young men who have an extra supply of vitality and who can more safely work it off that way than in dissipation." Indeed excessive development of the muscular system is incompatible with the best condition of general health. These are exactly the views we have from time to time presented, and we are glad to have them confirmed by so good an authority. A man does not need the biceps of an ox in order to attain the highest type of manhood, physical, intellectual and moral. Abundance of exercise in the open air is, of course, indispensable to robust health, but over-straining in any gymnastic exercise is, we are persuaded, in nine cases out of ten, detrimental to health of body and mind.

❁ Special Papers. ❁

LOOKING FORWARD.

SYNOPSIS OF ADDRESS DELIVERED BY PRINCIPAL KIRKLAND AT THE OPENING OF THE TORONTO NORMAL SCHOOL SESSION, JAN., 1891.

From Daily Globe.

HON. G. W. ROSS, the Minister of Education, occupied the chair. There were present 120 students, the full number that can be accommodated at the Toronto Normal School, and of these fully 75 per cent. were young ladies, the proportion being about the average of some years past.

The principal, after welcoming the students to the Normal School, observed that although their professional studies should mainly occupy their time and attention, still it should be their aim to avail themselves of the various means of culture afforded by a large city.

Comparing the progress of education in the past, he pointed out how the old schoolmaster, who was such because he had failed in everything else he had tried, had given place to the well-trained and cultured teacher of the present day, and he asked whether the next fifty years will show as great progress as has been shown during the last half century in our Public Schools.

TEACHING JUNIOR PUPILS.

He said that many things which obtained in the schools of the present day would not be found in schools of the coming century; that the youngest, the cheapest and often the poorest teachers would not be employed to teach the youngest children. The most accomplished and best paid teachers will be employed to teach junior pupils, for if bad teaching is mischievous in the higher classes it is ruinous in the lower. The mental powers are as sensitive to neglect as the physical. If the dormant faculties are not aroused at the proper time the neglect cannot be atoned for afterwards. In the coming century, more attention will be given to the cultivation of the child's faculties and less to the mere acquisition of knowledge; and these faculties will be exercised on objects of nature—more on things, less on words. The child is a born naturalist. In the schools of the future the teacher will avail himself of this tendency, carefully direct it and make it the chief means of the child's early education. Reading and arithmetic will be taught incidentally, as is now done in Col. Parker's Normal School in Chicago. History will be taught on the principle of "from the known to the unknown." The present age is the known, therefore history will be taught by beginning with the present and going backwards from effect to cause. The elements of the physical and natural sciences will then be taught in all the Public Schools; for the faculties used in obtaining a knowledge of these subjects show themselves at a very early period, and it is the proper time to cultivate a faculty just when it shows itself. The lecturer quoted Faraday as saying that it is difficult to make adult minds comprehend simple explanations, which if addressed to children are intelligible, interesting and profitable.

ENGLISH LITERATURE.

English literature will not be taught by means of annotated editions of English classics. Pupils will be led to form their own opinions from reading and studying the author himself, and not receive them ready-made at the back of the book. The teacher will make the pupils feel that he attaches more value to an unfledged, artless criticism of the pupil's own, than to a *rechauffe*, however well served up, of the lordly generalizations of even a Matthew Arnold.

EXAMINATIONS.

Although many hard things have been said against them lately, still they are likely to be vigorous and flourishing even when Macaulay's New Zealander will take his stand on a broken arch of London bridge and sketch the ruins of St. Paul's. When well conducted they are an important process of teaching as well as of testing. They are a stimulus to study. They encourage thoroughness. They afford one of the best means of reviewing the work passed over in a given term. They reveal to pupils their own weaknesses. They call for concentration of mind and sustained mental effort. They reveal to the teacher the result of his own teaching, the failure or success of his methods, and thus afford an opportunity of mending where wrong. They are, therefore, too valuable to be dispensed with. But they will be used sparingly. They will be educative, not competitive.

SCHOOL GOVERNMENT.

in the coming century will not be as recommended by Rousseau, "letting pupils have their own way." The old-fashioned dominie is well known to every reader of English literature. The rod was the sceptre of his kingdom. But in the course of time there appeared prophets of a new dispensation. These preached that knowledge should be made easy and inviting; that teachers should govern by love and kindness. The tendency of the greater part of their preaching was good. At the same time, in moving away from the stern old ways of our fore-fathers, may we not go too far on the other side? The old-fashioned schoolmaster was severe; may not the modern schoolmistress be too lenient? The world was not made solely for pleasure; nor can the modern schoolmaster of the coming century altogether change the arrangement. The lecturer quoted John Stuart Mill as saying that he did not believe that boys can be induced to apply themselves with vigor and, what is much more difficult, with perseverance, to dry and irksome studies by the sole force of persuasion and soft words. Amongst the methods of

SCHOOL GOVERNMENT

now in vogue the "promise and reward method" holds far too prominent a place. It is a bargain between teacher and pupil. The system has little to recommend it. Its motive power is low. The moral suasion method has many warm advocates. This system proposes that the child should be made to see and do what is right by argument and exhortation. It has much to recommend it, but it cannot be made to take the place of all other forms of school

government. What Matthew Arnold calls "sweet reasonableness" should be a prominent element in school government, but although this may bring compliance with our wishes it does not bring obedience. Obedience is submission to authority, and this the pupil must be taught. In short, to teach children to do their duty they must be put to it and kept at it till habits of thinking and acting are formed and character becomes fixed. There is good in all the foregoing systems, and the teacher of the future will base his system not on one but on all the facts of human nature. Work will be mingled with play, authority will be tempered with love, that which is easy will be mingled with that which is difficult, and the disagreeable will be blended with the agreeable. But, above all, the teachers of the coming century will take as their model that great Teacher, and devote themselves more earnestly to the study of that One who so blended gentleness and authority as to remain the admiration of all who have come after Him.

But after all the progress that can be made in methods and management the teacher will be the indispensable element. For, notwithstanding all that may be said in favor of system, we must still be educated by persons more than by things. Looking forward fifty years, what can be affirmed of the teachers of that period? The feminine pronoun only might be expected to be used in educational writings.

THE TEACHER OF THE FUTURE.

But in the coming century good teachers will be so appreciated and paid that no one will desire to leave the profession of teaching for trade, law or medicine. There will then be a sufficient number of male teachers qualified by ability, learning and experience to give tone and dignity to their vocation. As to qualifications, it is safe to say that no one will enter the profession without a natural aptitude for the office, a knowledge of things far beyond what he is required to teach, together with temper, tact and judgment. As he will be a member of a learned profession, he will possess a professional training. He will be a diligent student, never asking his pupils to drink from a stagnant pool. He will be familiar with the latest thoughts of the best writers on the nature of the mind they have to train. He will not only know what has been in the way of educational effort, what plans have succeeded and what have failed, but the causes of success or failure. He will not only be acquainted with the great educators of the past, but also with the experiments of the successful living teachers. He will also himself be an experimenter, watching, noting, recording, formulating and generalising all the results of his own observation and experience. With regard to the time for all this, the answer is in Wordsworth's lines:—

"Yes! they can make, who fail to find,
Brief leisure e'en in busiest days."

In conclusion, the lecturer hoped that the students would endeavor to anticipate the changes that must surely come to pass, and bring themselves and their schools to the highest perfection in the present century.

A WEEK AT OSWEGO NORMAL SCHOOL.

S. B. SINCLAIR, B.A., HEAD-MASTER HAMILTON MODEL SCHOOL.

JUDGE DRAPER, Superintendent of Schools for New York State recently said that in his opinion Oswego Normal School had no superior in the State and some readers of the JOURNAL may be interested in knowing what solutions this pioneer school of Pestalozzian principles and carefully elaborated methods of development is giving to certain problems which are at the present time engaging the attention of Ontario teachers.

There are eleven Normal Schools in New York State, outside of New York city. In all of these tuition and text-books are free and students are paid one-half of their travelling expenses. The length of the course varies from one to three years, according to grade of diploma.

In comparing the present work of the Oswego School with that of five years ago the observer finds the same spirit of enthusiasm and if possible a firmer belief in the original foundation principles. At the same time he cannot help being struck with the great progress which is being made in the Art of teaching. Here, as in our Ontario schools, educators are devoting more time than formerly to the study of children, and in the light of facts gained from this study, and from the History of Education, they are working out a system based upon sound physiological, psychological and ethical principles.

The kindergarten department of the school has been considerably strengthened until it now forms an important element in the organic whole.

Probably the greatest advance in the Model School (there called Practice School) has been along the line of Natural Science study, which receives special attention. In the Primary grades particularly, Natural Science Language, Drawing and Reading are carefully related. The pupil observes the growth of the plant from the time when he plants the tiny seed in a window garden in the school-room until the day when the fruit appears. In a half hour's talk with his teacher he discovers and learns many interesting facts in addition to those which he has already observed. After a brief recess he returns to the class room for a Reading lesson. He finds the sentences expressing the thoughts gained from his observation and composed during his language lesson now written on the board for reading. He has been trained in Sentence and Word recognition upon a sequence of Natural Science words and this morning's lesson contains but few unfamiliar forms. He has also had training in phonics and a few minutes of preliminary drill by the Teacher prepares him to grapple with his reading lesson. It is not strange that with such a method carefully wrought out and vigorously applied from day to day pupils read with excellent expression. After the reading lesson the pupil draws a picture of the plant with pencil or paints with water colors. Children of seven years do good work in painting.

In Number Work perceptions and combinations are emphasized in the first year and it is agreed that the first ten numbers

are all that an average child, who has not had previous training, can thoroughly master in one year. The moulding board seems to be less used than formerly in the teaching of advanced Geography and more in Primary Grades the object being rather to represent concepts than to teach new facts. Pupils in advanced forms do considerable work in crayon map drawing.

An effort is being made to give the pupil an all sided culture every step of the way, from the Kindergarten to the High School, and as a result less time is devoted to Reading and Number Work, *as such*, than in some schools. Manual training forms a definite part of the school exercises and has evidently come to stay, moral training also receives considerable attention, the formation of character being *prominently* held out to the pupil as the highest object of all education. One cannot fail to be impressed with the high moral tone of the school and yet one is at a loss to say whether it should be attributed more to this Ethical training or to the unconscious influence of such spirits as the venerable Principal and other members of the teaching staff.

DR. FELIX ADLER ON CORPORAL PUNISHMENT.

FROM an excellent article, one of a series, by Felix Adler, Ph.D., New York, which is being published in *The Teacher*, on the general subject of "The Punishment of Children," we extract the following admirable remarks on corporal punishment:

There was a schoolmaster whose name is recorded in the history of education, who boasted that during his long and interesting career he had inflicted corporal punishment more than a million times. In modern days the tide of public opinion has set strongly against corporal punishment. It is being abolished in many of our public institutions, and the majority of cultivated parents have a decided feeling against availing themselves of this method of discipline. But mere sentiment against it is not sufficient. Is the opposition to it the result merely of that increased sensitiveness to pain which we observe in the modern heart, of the indisposition to inflict or to witness suffering? Then some stern teacher will tell us that to inflict suffering is sometimes necessary, that it is a sign of weakness to shrink from it, that as the surgeon must sometimes apply the knife in order to effect a radical cure, so the conscientious parent must sometimes inflict physical pain in order to eradicate grievous faults. The stern teacher might warn us against "sparing the rod and spoiling the child." We must not, therefore, base our opposition to corporal punishment merely on sentimental grounds. And there is no need for doing so, for there are sound principles on which the argument may be made to rest. Corporal punishment does not merely conflict with our tenderer sympathies; it thwarts and defeats the purpose of moral reformation. In the first place it brutalizes the child; secondly, in many cases it breaks the spirit of the child, making it a moral coward, and thirdly it tends to weaken the sense of shame, on which the hope of moral improvement depends.

Corporal punishment brutalizes the child. A brute we are justified in beating, though of course, never in a cruel, merciless way. A lazy beast of burden may be stirred up to work; an obstinate mule must feel the touch of the whip. Corporal punishment implies that a rational human being is on the level of an animal.* Its motive thought is: you can be controlled only through your animal instincts; you can be moved only by an appeal to your bodily feelings. It is a practical denial of that higher nature which is in every human being. And this is not only a degraded but a degrading view of human character. A child that is accustomed to be treated like an animal is apt to behave like an animal. Thus corporal punishment, instead of moralizing, serves to demoralize the character.

In the next place corporal punishment often breaks the spirit of a child. Have you never observed how some children that have been often whipped will whine and beg off when the angry parent is about to take out the rattan; "O, I will never do it again; O, let me off this time." What an abject sight it is—a child fawning and entreating in this way, grovelling like a dog. And must not the parent, too, feel humiliated in such a situation? Courage is one of the noblest of the manly virtues. We should train our children to bear unavoidable pain without flinching, but sensitive natures can only be accustomed slowly to endure suffering, and chastisement when it is frequent and severe results in making the child more and more afraid of the blows. In such cases it is the parents themselves, by their barbarous discipline, who have stamped the ugly vice of cowardice upon their children.

Even more disastrous is the third effect of corporal punishment, that of blunting the sense of shame. Some children quail before a blow, but there are others of a more obstinate disposition, and these assume an attitude of dogged indifference. They hold out the hand, they take the stinging blows, they utter no cry, they never wince; they will not let the teacher or father triumph over them to that extent; they walk off in stolid indifference. Now to receive a blow is an invasion of personal liberty. Every one who receives a blow feels a natural impulse to resent it. But boys who are compelled by those in authority over them to submit often to such humiliation are liable to lose the finer feeling for what is humiliating. They become, as the popular phrase puts it, "hardened." Their sense of shame is deadened. Now sensitiveness to shame is that quality of our nature on which, above all others, moral progress depends. The stigma of public disgrace is one of the most potent safeguards of virtue. The world cries "shame" upon the thief, and the dread of the disgrace which is implied in being considered a thief is one of the strongest preventives with those whom hunger and poverty might tempt to steal. The world cries "shame" upon the law-breaker in general, but those who in their youth are accustomed to be put to shame by corporal punishment will

* It is an open question whether light corporal punishment should not occasionally be permitted in the case of very young children who have not yet arrived at the age of reason. In this case, at all events, there is no danger that the permission will be abused. No one will think of seriously hurting a very young child.

become obtuse to the less acute forms of disgrace. The cry, "shame upon you," falls on dull ears. And the same criticism applies to those means of publicly disgracing children which have been in vogue so long—the fool's cap, the awkward squad, the bad boys' bench and the like. When a child finds itself frequently exposed to ignominy it becomes indifferent to ignominy, and thus the gates are opened for the entrance of the worst vices. There is one excellence indeed which I perceive in corporal punishment; it is an excellent means of breeding criminals. Parents who inflict frequent corporal punishment, I make bold to say, are helping to prepare their children for a life of crime; they put them on the level with the brute, break their spirit and weaken their sense of shame.

English

LESSONS IN RHETORIC.

BY J. E. WETHERELL, B.A.

THE series of lessons begun in the present number of the JOURNAL will cover the whole field of Elementary Rhetoric. The passages chosen for rhetorical analysis will be characteristic selections from the greatest writers of modern English prose. The lessons will be given only in outline; but they will, it is hoped, be clearly suggestive of the fuller treatment demanded in the school-room.

JOAN OF ARC.

"What is to be thought of her! What is to be thought of the poor shepherd-girl from the hills and forests of Lorraine, that—like the Hebrew shepherd-boy from the hills and forests of Judea—rose suddenly out of the quiet, out of the safety, out of the religious inspiration, rooted in deep pastoral solitudes, to a station in the van of armies, and to the more perilous station at the right hand of kings? The Hebrew boy inaugurated his patriotic mission by an *act*, by a victorious *act*, such as no man could deny. But so did the girl of Lorraine, if we read her story as it was read by those who saw her nearest. Adverse armies bore witness to the boy as no pretender: but so did they to the gentle girl. Judged by the voices of all who saw them from a station of good will, both were found true and loyal to any promises involved in their first acts. Enemies it was that made the difference between their subsequent fortunes. The boy rose—to a splendour and a noonday prosperity, both personal and public, that rang through the records of his people, and became a by-word amongst his posterity for a thousand years, until the sceptre was departing from Judah. The poor, forsaken girl, on the contrary, drank not herself from that cup of rest which she had secured for France. She never sang together with them the songs that rose in her native Domrémy, as echoes to the departing steps of invaders. She mingled not in the festal dances at Vaucouleurs which celebrated in rapture the redemption of France. No! for her voice was then silent. No! for her feet were dust. Pure, innocent, noble-hearted girl! whom, from earliest youth, ever I believed in as full of truth and self-sacrifice, this was amongst the strongest pledges for thy side, that never once—no, not for a moment of weakness—didst thou revel in the vision of coronets and honors from man. Coronets for thee! O, no! Honors, if they come when all is over, are for those that share thy blood. Daughter of Domrémy, when the gratitude of thy king shall awaken, thou wilt be sleeping the sleep of the dead. Call her, king of France, but she will not hear thee! Cite her by thy apparitors to come and receive a robe of honor, but she will be found *en contumace*. When the thunders of universal France, as even yet may happen, shall proclaim the grandeur of the poor shepherd-girl that gave up all for her country—thy ear, young shepherd-girl, will have been deaf for five centuries. To suffer and to do, that was thy portion in this life; to *do*—never for thyself, always for others; to *suffer*—never in the persons of generous champions, always in thy own: that was thy

destiny; and not for a moment was it hidden from thyself. 'Life,' thou saidst, 'is short, and the sleep which is in the grave is long.' Let me use that life, so transitory, for the glory of those heavenly dreams, destined to comfort the sleep which is so long? This poor creature—pure from every suspicion of even a visionary self-interest, even as she was pure in senses more obvious—never once did this holy child, as regarded herself, relax from her belief in the darkness that was travelling to meet her. She might not prefigure the very manner of her death: she saw not in vision, perhaps, the aerial altitude of the fiery scaffold, the spectators, without end, on every road pouring into Rouen as to a coronation, the surging smoke, the volleying flames, the hostile faces all around, the pitying eye that lurked but here and there until nature and imperishable truth broke loose from artificial restraints; these might not be apparent through the mists of the hurrying future. But the voice that called her to death, *that* she heard for ever."

DEQUINCEY.

This passage may be studied for the cardinal qualities of style—*clearness, force and beauty*.

I. CLEARNESS.

Is the style marked throughout (a) by Intelligibility, (b) by Precision?

Examine under this head, "adverse armies," "pledges for thy side," "those that share thy blood," "apparitors," "*en contumace*," "the glory of those heavenly dreams," "aerial altitude," "the hurrying future."

Notice some of the means by which clearness may be secured—by explicit reference, by contrast, by the collocation of words, by the special device of employing italics.

II. FORCE.

This passage will furnish a most excellent study in Force. The intense sincerity of the writer, and the inspiring subject which he is handling, lead him with unerring instinct to employ the whole mechanism of literary force.

Notice the abundant employment of words that have the suggestive, the stimulating, the *dynamic* quality. In this connection the most striking sentences are—"The boy rose," "When the thunders," etc., "She might not prefigure," etc. The use of strong figures will claim attention here.

The various devices for Force are numerous, some of them quite dramatic. Notice the use of interrogation, of exclamation, of apostrophe. There is something of dramatic force in the use of a vigorous "No!"—"No! for her voice was then silent."—"No, not for a moment of weakness."

Force is also gained by these means:—(1) by the employment of contrast; (2) by the repetition of words; (3) by amplification of the thought—"Call her," "Cite her," "She might not prefigure," "She saw not in vision;" (4) by the order of words; (5) by the mechanical device of using italics; (6) by using the particular instead of the general—"Her voice was silent,"—"Her feet were dust."

III. BEAUTY.

This passage will also afford an excellent study in Beauty.

(a) Beauty in Thought.—The character described is an admirable one, and her pitiable situation and sad end contribute to our æsthetic enjoyment.

(b) Beauty in Style.—The most striking feature is the remarkable rhythm that characterizes the passage. The smoothness and melody of some of the sentences will not escape notice. The instinctive use of alliteration and the employment of the balanced structure contribute to the general effect. Examine here, "To a station," etc., "The boy rose," etc., "She mingled," etc., "No! for her voice," etc., "She might not prefigure," etc.

Besides the melody and rhythm of poetry the writer has borrowed some minor poetic resources. Notice the employment of poetic phraseology in "drank not," "She mingled not," "She saw not in vision," "didst thou revel?"

The use of poetic figures may also be noticed here as lending a charm to the style.

DICTION.

This passage from DeQuincey may now be examined with a view to noticing the choice of words.

Variety in the diction may be exemplified by noticing the different terms used to refer to the "shepherd-boy," and the "shepherd-girl." Observe how the writer has rung the changes on the euphemisms for death—"When all is over," "Sleeping the sleep of the dead," "Thy ear will have been deaf," "The darkness that was travelling to meet her." We notice variety also in "short," "transitory," "prefigure," "saw in vision."

Precision in diction may be examined in the last few sentences. Compare "obvious" with "apparent"; "prefigure" with "foresee"; "glory" with "grandeur."

Defend the use of such classical words as "inaugurated" (for "began"), "apparitors" (for "officers"), "altitude" (for "height.")

Can you defend the author for using the foreign phrase *en contumace*? ("Never use a foreign word or phrase unless you are sure it expresses an idea for which there is no fitting term in English.")

QUESTIONS.

(1) "Style is the skilful adaptation of expression to thought." Show from the extract given that the thought and the expression are in harmony.

(2) What relation does the term "diction" bear to the term "style"?

(3) "Seek to use both Saxon and classical derivatives for what they are worth, and be not anxious to discard either." Have we in this passage the normal proportion between words derived from the two main sources of our language? If not, state the reason.

(4) In the extract before us is there any tendency to use "fine writing," to use high-sounding language to describe common-place things, or would the employment of a simpler style be less effective?

QUESTIONS AND ANSWERS.

[Henceforth the questions will appear in one issue and the answers in the following. Should any of our readers care to furnish answers for the questions propounded, we should be glad to receive them.]

GRAMMAR QUESTIONS FROM R. A. W.

(Answers contributed by Mr. M. F. Libby.)

Q. 1.—NAME all the inflections for which we can find analytic substitutes (illustrate) and define any difference that may exist between the two modes of expression. Name also, with reasons, these inflections with which we might dispense.

A. 1.—"Inflection" is a term arbitrarily defined, hence it has different extension in different textbooks, and must be defined before we can answer the question. An inflection is one of a group of devices of derivation used for purposes of number, person, gender, case, comparison, mood, tense; in nouns, pronouns, adjectives, adverbs and verbs. (Read Earle's Philology, chapter V.)

THE INFLECTIONS OF "MODERN" ENGLISH.

Number in nouns—(a) Dogs, men, oxen. (Complete by reference to Grammar.)

Number in pronouns—(b) These, those.

Number in verbs—(c) He runs=they run.

Person in pronouns—(d) We, you, they, differ in person but not by inflection of a stem.

Person in verbs—(e) I run, thou runnest, he runs.

Gender in nouns—(f) Count, countess, hero, heroine.

Gender in pronouns—(g) He, she. (Not real inflection.)

Case in nouns—(h) Dog, dog's.

Case in pronouns—(i) He, him.

Comparison in adjectives—(j) Warm, warmer, warmest.

Comparison in adverbs—(k) soon, sooner, soonest.

Mood in verbs—(l)—(Indicative) He comes, if he comes (subjunctive.)

Tense in verbs—(m) Write, wrote.

This list of typical inflections will enable the enquirers to make a complete list with little trouble.

For the distinction between synthetic and analytic, see Earle, page 31.

There are analytic substitutes for the personal inflections of verbs, when the verbs are used in interrogative or negative sentences: e.g., we say, "Does he run?" for "runs he?" But the latter form is obsolete. Your question should state whether you want equivalent for obsolete inflections, or only for those in use.

We say "the dog's name" or "the name of the dog." The inflectional possessive is used of personal nouns for the most part, and the analytic

possessive of inanimate objects: e.g., "the king's crown," "the knob of the door." But this distinction is not always observed.

We may use more and most instead of *er* and *est*—the difference is mainly one of sound. Words of one syllable, and words of two syllables, ending in *ble*, *er* and *y*, also dissyllables accented on the ultimate, usually sound best if compared with inflections: other adjectives are more pleasing if compared with the adverbs.

"We may say "if he comes" or "if he should come": different shades of doubt and contingency are expressed by different subjunctive forms.

There is no general truth of much value to be predicated about the difference between synthetic and analytic forms in the parts of speech. Some have thought the inflectional forms better adapted to the concise strength of poetic diction. There is little doubt that prepositions may be used with greater precision than case-endings, but this can hardly be illustrated in the narrow choice left between case-forms and preposition phrases in modern English. The indirect objective "me" may be analytically given "to me," but this distinction is usually one of sound, and not significant of deliberate choice on the speaker's part.

At a rough glance we might dispense with inflections for which we have analytic substitutes, but it is not desirable that the language should be impoverished by the loss of synonymous forms because they may be differentiated in the course of time. If the synonyms of the middle ages had not been preserved in spite of the seeming uselessness of half of them, our language would not be so flexible and marvellously subtle in expression as it is.

Q. 2.—(a) What in colloquial speech shows that in some cases inflections have still a tendency to disappear or lose their value? (b) Name the inflections that are now obsolescent even in literary English. (c) What influences tend to preserve our present inflections?

A. 2.—(a) People refuse to use the inflections of the subjunctive mood. The pronoun *thou* is obsolete, but this is not a matter of inflection in the sense defined above. (b) Meiklejohn declares the subjunctive inflections to be obsolescent. Strong inflections of verbs all give place to weak. (c) The literary class are usually strictly conventional, and this gives rigidity to the forms of words. The use of dictionaries and similar works of conventional usage tends in the same direction. The fact that people in many lands read the same books, magazines and newspapers tends to fix the form of words. Finally, the love of fine distinctions, which marks the literary mind, tends to preserve forms that have, or may be fancied to have different shades of meaning, and forms that give variety of expression.

Q. 3.—Which from the standpoint of modern English has the stronger claim to be regarded as an inflection—gender or comparison?

A. 3.—These claims can hardly be weighed or measured by a definite standard. Modern English has a good many standpoints—about as many as it has original grammarians—and from these standpoints inflection is viewed in very different ways. The prevailing views are clearly expressed by Earle, pages 360 seq., and 401 seq. Possibly these are the answers wanted, but it is to be feared that these questions are asked rather on some text-book notions than on generally accepted views of the language.

Q. 4.—"A course consisting chiefly of exercises on passages from authors not prescribed." Such is the information from "the Department" concerning the course in English Grammar. Can you give some more definite idea as to work to one who is preparing for II. Class Examination without a teacher?

A. 4.—The note by the Department is thought by the profession to imply that the questions hereafter will be asked on passages of the language and not asked abstractly. It says "authors not prescribed" so that pupils may not turn literature studies into grammar exercises. You will be expected to answer questions on the inflections, derivation and composition of words; on the functions and relations of words in sentences; on the uses of phrases and subordinate clauses; on the structure of compound and complex sentences.

The present writer will endeavor in the next number of THE JOURNAL to show the nature and scope of the II. Class work in Grammar by an examination paper on the subject.

SUPPLEMENTARY NOTES TO LONGFELLOW.

(English Literature for Leaving Examinations.)

EVANGELINE.

LEVEL the landscape grew, and along the shores of
the river,
Shaded by China trees, in the midst of luxuriant
gardens,
Stood the houses of planters.

The literature of the Southern States has many references to the (Pride of) China trees. In Mr. Cable's novel, "Bonaventure," interesting not only as a novel, but as a picture of the Acadians of Louisiana, we read of

"Farms, each with its low-roofed house nestled in a planted grove of oaks, or, oftener, Pride of China trees." (p. 1.)

"Only an adventitious China tree here and there had been stripped of its golden foliage and kept but its ripened berries, with the red birds darting and fluttering around them, like so many hiccoughing Comanches about a dram-seller's tent." (p. 180.)

We are indebted to a gentleman of Mississippi for the following description:

"The China tree (*Melia Azedarach*) is a tree of the same family as the mahogany, of quick growth, of about thirty feet in height; leaves, bright green; flowers, lilac, star-shaped, in clusters, and fragrant; fruit or berries, bright glassy green, in clusters, yellow and wrinkled when matured, seed covered with a cheesy pulp bitter-sweet in taste, intoxicating to birds, which are often found in great numbers in a helpless condition from eating the fruit . . . ; timber, soft, and of not much use. There is a variety known as the Umbrella China tree from its shape, which is the ornament of many of the towns in the south."

Then in the golden weather the maize was husked,
and the maidens

Blushed at each blood-red ear, for that betokened
a lover,

But at the crooked laughed, and called it a thief in
the corn-field.

The poet has described the same custom in
"Hiawatha," xiii.

And when'er some lucky maiden
Found a red ear in the husking,
Found a maize ear red as blood is,
"Nushka!" cried they all together,
"Nushka! you shall have a sweetheart,
You shall have a handsome husband!"
"Ugh!" the old men all responded,
From their seats beneath the pine trees!

And when e'er a youth or maiden
Found a crooked ear in husking,
Blighted, miltewed, or misshapen,
Then they laughed and sang together,
Crept and limped about the corn-fields,
Mimicked in their gait and gestures
Some old men, bent almost double,
Singing singly or together:
"Wagemin, the thief of corn-fields!
Paimosaid, the skulking robber!"

The description of this custom, as given by Mr. Schoolcraft in his "Oneota," may be read in Mr. Rossetti's edition of Longfellow's works.

"If one of the young female huskers finds a red ear of corn, it is typical of a brave admirer, and is regarded as a fitting present to some young warrior. But if the ear be crooked and tapering to a point, no matter what color, the whole circle is set in a roar, and *wa-ge-min* is the word shouted about. It is the symbol of a thief in the corn-field. It is considered as the image of an old man stooping as he enters the lot," etc.

THE BIRDS OF KILLINGWORTH.

Devoured by worms, like Herod, was the town,
Because, like Herod, it had ruthlessly
Slaughtered the Innocents.

Objection has been raised to these lines on the ground that Longfellow has confounded Herod the Great with his grandson, Herod Agrippa. In reply to this objection, it has been suggested that, perhaps, the poet knew something of profane history, something more than the mere Scriptural account of the Herods. According to Josephus' Antiquities of the Jews, xvii. 6, he who slaughtered the Innocents died of a loathsome disease. In Smith's

Dictionary we read that Herod Agrippa "died, after five days' agony, a loathsome death, like those of the great persecutors Antiochus Epiphanes and his own grandfather," so that the poet speaks with perfect accuracy of Herod the Great.

THE PSALM OF LIFE.

Tell me not in mournful numbers,
"Life is but an empty dream,"
For the soul is dead that slumbers,
And things are not what they seem.

Life is real, life is earnest,
And the grave is not its goal—
"Dust thou art, to dust returnest,"
Was not spoken of the soul.

The real meaning of these lines it is rather difficult to see. Are we to regard, as one suggests, lines 2, 3, 4 as the statement the poet says is not to be made; or, as another would have it, line 2 as the statement that is not to be made, with lines 3, 4 as the reason for the command. In support of the first view we may say (1) the word "soul" would then be used in the same sense in stanzas 1 and 2. (2) Stanza 2 would then be the appropriate answer to the pessimist, who asserts that, since there is no immortality, life is in vain. (3) The quotation mark would not necessarily stand at "seem," since we might regard lines 3 and 4 as in the indirect narration. This view is plausible, but, I believe, erroneous. (1) There is nothing to prevent lines 2, 3, 4 having the marks for direct quotation, if the poet had wished his lines so to be interpreted. (2) If the poet had begun by a statement of the pessimist's opinion of the vanity of human life because of there being no immortality, the poem itself would have treated of immortality, which, in fact, it only alludes to. (3) There is no logical connection between lines 2 and 3. Because school life must end, it is no reason that school life is vain; that there is no immortality is no reason for the uselessness of this life, rather all the more reason to get the best out of it. So, indeed, George Eliot felt, as her "Undying Music" shows. On the other hand, the poet may well find an objection to the pessimist, on the ground that the man who is indifferent to the great issues of this life is not using life for its intended purpose. Then the poet, in successive stanzas, bursts out in statements of the end, the purpose, the spirit of human existence.

THE VILLAGE BLACKSMITH.

Of Lowell's description of the same character in
"An Indian Summer Reverie."

Swiftly the present fades in memory's glow—
Our only sure possession is the past;
The village blacksmith died a month ago,
And dim to me the forge's roaring blast;
Soon fire-new mediævals we shall see
Oust the black smithy from its chestnut tree,
And that hewn down, perhaps, the beehive green
and vast.

And many times, prouder than king on throne,
Loosed from the village school-dame's A's and B's,
Panting have I the creaky bellows blown,
And watched the pent volcano's red increase,
Then paused to see the ponderous sledge,
brought down

By the hard arm, voluminous and brown,
From the white iron swarm its golden vanishing
bees.

NEW BOOKS ON ENGLISH, ETC.

Blackwood's Shilling Grammar and Composition.

Pp. 170. London and Edinburgh: William
Blackwood & Sons.

As an elementary grammar of English, this volume is in every respect praiseworthy. In method it is founded on a principle accepted by all good teachers of English grammar, that the analysis of the sentence must be the basis of the study of grammar. The method of the book is here seen to advantage. When the essentials of the sentence are clearly seen by the pupil, he is led to observe the various forms that the elements of the sentence assume. So, for example, when he learns to distinguish an adjective (to-noun, ad-noun) from a noun (name), he is led to observe that the same adjective relation is assumed by the possessive case, by the phrase, by the clause. Beginning then with the analysis of the most elementary sentences, the

(Continued on page 300.)

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO—
DECEMBER EXAMINATIONS, 1890.

HIGH SCHOOL ENTRANCE.

LITERATURE.

Examiners: { J. E. HODGSON, M.A.
 { THOMAS PEARCE.

NOTE.—A maximum of five marks may be allowed for neatness.

I.

Among the beautiful pictures

That hang on *Memory's wall*,

Is one of a dim old forest,

That seemeth best of all :

Not for its *gnarled oaks olden*,

Dark with the mistletoe ;

Not for the *violets golden*,

That sprinkle the vale below ;

Not for the milk-white lilies,

That lean from the fragrant hedge,

Coquetting all day with the sunbeams,

And stealing their golden edge ;

Not for the vines on the upland,

Where the bright red berries rest,

Nor the pinks, nor the pale, sweet cowslips,

It seemeth to me the best.

I once had a little brother,

With eyes that were dark and deep ;

In the *lap of that dim old forest*,

He lieth in peace asleep.

Light as the down of the thistle,

Free as the winds that blow,

We roved there the beautiful summers,

The summers of long ago.

But his feet on the hills grew weary,

And on one of the autumn eves,

I made for my little brother,

A bed of the yellow leaves.

Sweetly his pale arms folded

My neck in a meek embrace,

As the light of *immortal beauty*

Silently covered his face ;

And when the *arrows of sunset*

Lodged in the tree-tops bright,

He fell in his saint-like beauty,

Asleep by the *gates of light*.

Therefore of all the pictures

That hang on *Memory's wall*,

The one of the dim old forest

Seemeth the best of all.

1. What is the title of the foregoing poem ?
Explain the meaning of the title.

2. What are the main subjects of the poem ?
State where in the poem each commences.

3. Explain the italicized portions

4. State why this "picture" should be so dear.

5. Write a note on the mistletoe.

II.

Antonio and Bassanio went together to Shylock, and Antonio asked the Jew to lend him three thousand *ducats* upon any interest he should require, to be paid out of the merchandise contained in his ships at sea. On this, Shylock thought within himself, "If I can once *catch him on the hip*, I will feed *fat* the ancient grudge I bear him ; he hates our Jewish nation ; he lends out money *gratis* ; and among the merchants he rails at me and my well-earned bargains, which he calls interest. Cursed be my tribe if I forgive him !" Antonio, finding he was *musings* within himself and did not answer, and being *impatient for the money*, said : "Shylock, do you hear, will you lend the money ?"

1. Who were Antonio, Bassanio and Shylock ?

2. Why did Antonio wish to borrow money ?

3. What security did Antonio offer ?

4. What security did Shylock ask and receive ?
State Shylock's object in making this request.

5. Explain the meaning of the italicized portions.

6. "O my dear love," said Portia, "despatch all business and begone ; you shall have gold to pay

the money twenty times over, before this kind friend shall lose a hair by my Bassanio's fault ; and as you are so dearly bought, I will dearly love you." Portia then said she would be married to Bassanio before he set out, to give him a legal right to her money ; and that same day they were married, and Gratiano was also married to Nerissa ; and Bassanio and Gratiano, the instant they were married, set out in great haste for Venice, where Bassanio found Antonio in prison.

(a) What is the subject of this paragraph ?

(b) Who was Portia and why did she act so promptly ?

III.

Quote any one of the following :

The first three stanzas of "The Forsaken Merchant."

The first five stanzas of "Riding Together."

The first five stanzas of "To a Skylark" (Shelley.)

ENGLISH GRAMMAR.

Examiners: { JOHN SEATH, B.A.
 { D. FOTHERINGHAM.

NOTE.—All candidates will take questions 1, 2, 3, 4 and 5, and either 6 or 7. A maximum of five marks may be allowed for neatness.

1. Classify, as far as possible, the words in the following extract, as (a) names, (b) words that take the place of names, (c) words that assert (or state), (d) words that modify (or qualify), (e) words that connect, (f) words that admit of a change of form to express a difference of meaning, and (g) words that admit of a change of form to express a difference of relation :

"Oh, let me stop here," cried he to his companions ; for father Toil will never dare to come to meet us."

2. Analyse fully any two of the following :

(a) Mid the dark-browed firs and cedars

Her livelier colors shine,

Like the dawn of the brighter future

On the settler's hut of pine.

(b) One moment wait, thou holy man.

(c) Ah, whence this mercy, Lord ?

3. Classify and give the relation of all the clauses in either of the following :

(a) Again I looked at the snow-fall,

And thought of the leaden sky

That arched o'er our first great sorrow,

When that mound was heaped so high.

(b) If you continue your observations you will not fail to notice that the speed of its disappearance depends upon the character of the day when the experiment is made.

4. Parse the italicized words in the following :

The *Genius making me no answer*, I turned *about to address* him a second time.

Wolfe applied *himself to watching* the north shore.

5. Correct the errors in any four of the following sentences, giving in each case the reason for the correction :

(a) Not one in fifty of these writers express themselves right.

(b) He was drove that hard he soon threw up his situation.

(c) Of the two, he has thought Jack the youngest.

(d) He don't think we will have snow to-day.

(e) His brother thought there isn't any one so tall as him.

6. Give the other principal parts of

burst, borne, lay, swim, dye ;

the corresponding singular or plural of

theirs, know, fish, motto,

and the corresponding masculine or feminine of

maiden, countess, tailor, his.

7. Classify fully the pronouns and the adverbs in the following list :

what, where, each, their, thus ;

and inflect for person and number, in the active conjunction, the conditional and the potential verb-phrases of freeze and sit.

COMPOSITION.

Examiners: { J. E. HODGSON, M.A.
 { JOHN SEATH, B.A.

NOTE.—All candidates will take question 1 or 2, question 3 or 4, and both questions 5 and 6. A maximum of five marks may be allowed for neatness.

1. Substitute phrases or single words for the italicized portions of the following sentences :

(a) I am hopeful *that he will soon get better*.

(b) He did this *to the end that he might convince* me.

(c) Repeat *what you have said*.

(d) I understand *what you are saying*.

(e) Tell me *where you live*.

(f) *While he is here*, we shall have no peace.

(g) He toils hard *that he may become rich*.

2. Rewrite the following sentences, changing the verbs that are in the active conjugation (voice) into the passive, and those that are in the passive into the active :

(a) The dead were refused burial.

(b) The merchant promised the boy a new coat.

(c) They painted the board green.

(d) James was proclaimed King of Scotland.

(e) The boy laughed at his mistake.

(f) I must peruse these tidings alone.

(g) A good farmer is proved by the steady improvement in his crops.

3. Give, in your own words, an account of the knight's horse as contained in "The Bell of Atri."

4. Substitute an equivalent expression for each of the italicized portions of the following :

"I gazed with *inexpressible* pleasure on these happy islands. At length, said I, 'Show me now, I beseech thee, the secrets that lie hid under those dark clouds that cover the ocean on the other side of the rock of adamant.' The *Genius making me no answer*, I turned about to *address myself to him* a second time, but I found that he had left me. I then turned again to the *vision* which I had been so long *contemplating* ; but, instead of the rolling tide, the arched bridge and the happy islands, I saw nothing but the long hollow valley of Bagdad, with oxen, sheep and camels *grazing* upon the sides of it."

5. (a) Write in proper form a friendly letter, giving (1) an account of the manner in which you spent the last summer vacation ; (2) a description of the school building where you attended last ; (3) an invitation to your friend to visit you during the approaching holidays.

(b) Draw on your paper the outline of an envelope and write in it (as for the post office) a suitable address for the letter referred to in (a).

6. Rewrite the following sentences in the form of a paragraph :

The days were not lost. They were spent in work. Briant made it his duty to look after the young boys. He did this because it was his nature to care for the helpless. The boys were well cared for. The weather was getting colder and he made them put on warmer clothes from the stores found in the seamen's chests. Many alterations had to be made in order to make the clothes fit. The clothing was intended for grown men. During this time some of the boys were off among the rocks amusing themselves. Others remained to examine the tailoring operations. The boys took the matter quite lightly although exposed to hunger and cold. They were always hopeful of a speedy return to their homes.

ARITHMETIC.

Examiners: { THOMAS PEARCE.
 { J. E. HODGSON, M.A.

NOTE.—Candidates are to take the first question and any six of the others. A maximum of five marks may be allowed for neatness.

1. Write down the following statement of six weeks' cash receipts ; add the amounts vertically and horizontally, and prove the correctness of the work by adding your results :

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Total.
1st.	\$84 56	\$74 68	\$57 92	\$78 81	\$51 27	\$73 28	
2nd.	73 55	65 43	81 47	86 57	74 23	36 19	
3rd.	91 32	47 62	90 54	64 93	83 57	75 64	
4th.	64 39	54 98	76 41	71 46	54 39	46 37	
5th.	57 95	49 17	42 86	92 78	67 44	85 16	
6th.	78 19	63 58	59 29	63 69	96 08	79 31	
Total							

(No marks will be allowed for this question unless all the work is correctly done.)

2. A person sold A $\frac{2}{3}$ of his land, B $\frac{1}{3}$ of the remainder, C $\frac{1}{3}$ of what then remained, and received \$50 for what he had left at \$60 per acre. Find the number of acres he had at first.

3. A grocer bought 6 cwt. of sugar for \$52.10; he used 65 lbs himself and sold the rest so as to make 1 $\frac{1}{2}$ cents per lb. profit on the whole quantity. How much per lb. did he sell it for?

4. A starts from Kingston to walk to Belleville, a distance of 45 miles, at 3 $\frac{1}{2}$ miles an hour, and B starts from Belleville 3 hours earlier at 2 $\frac{1}{2}$ miles an hour. Where do they meet, and how far will B be from Kingston when A arrives at Belleville?

5. A note for \$162.50, with interest at 5 $\frac{1}{2}$ per cent., was given on January 14, 1889, and paid on November 28, 1890. What was the amount paid?

6. A certain hall 60 feet long is to be carpeted. It is found that by stretching the carpet lengthwise, any one of four pieces, width respectively $\frac{3}{4}$ yd., 1 yd., 1 $\frac{1}{4}$ yd., and 1 $\frac{1}{2}$ yd., will exactly fit the hall without cutting anything from the width of the carpet. If the narrowest piece, worth \$1.10 per yard, be chosen, what will it cost to carpet the hall?

7. I bought a bush farm, 180 rods long by 96 rods wide, at \$12.50 per acre. I paid \$14.75 per acre for clearing, and \$1.35 a rod for enclosing the whole farm with wire fencing. Taking into account that I sold the wood for \$1,160 and ashes for \$17.20, how much has the improved farm cost me per acre?

8. A loaned B \$120 for 1 year and 8 months and received as payment in full at the end of that time \$130.25. What rate per cent. interest did B pay?

9. A farmer sells a merchant 30 bushels of wheat at 90 cents per bushel and makes a profit of 20 per cent.; the merchant sells the farmer 5 yds. of broad-cloth at \$3.60 per yard, 16 yds. of calico at 8 cents per yard, and makes a profit of 25 per cent. Which gains the more by the transaction and how much?

GEOGRAPHY.

Examiners: { D. FOTHERINGHAM.
J. E. HODGSON, M.A.

NOTE.—Any five questions may be taken. A maximum of five marks may be added for neatness.

1. Name and describe the circles upon the globe connected with the measurement (or limitation) of time, of seasons, of zones, of hemispheres, of ocean travel.

2. Name the natural and the manufactured products used in Ontario from each of the other provinces, and the products each receives from Ontario in exchange.

3. Explain the position held by any five of the following Canadian officials, their duties, and how each is appointed:—Reeve, Mayor, Warden, Speaker, Premier, Lieutenant-Governor, Governor-General.

4. Make a map of N. America as large as a sheet of foolscap will admit, showing the boundaries and giving the names of the countries and of the provinces of Canada. Also locate and name the principal mountain chains, rivers and lakes.

5. On the map required in question 4, trace accurately the Canadian Pacific and Grand Trunk Railways with their principal branches; and on these lines locate and name all Canadian and American cities situated thereon.

6. A person going from London (England) to Melbourne (Australia) might take one of three routes. Describe accurately the best and give your reasons for preferring it to the others.

7. Where and what are Belle Isle, Midland, Dufferin, Manitoulin, Canso, Haliburton, Juan de Fuca, Labrador, Sault Ste. Marie, Brampton?

For Friday Afternoon.

GIVE AND BE RICH.

THE sun gives ever; so the earth—
What it can give so much 'tis worth;
The ocean gives in many ways—
Gives baths, gives fishes, rivers, bays;
So, too, the air, it gives us breath,
When it stops giving, comes in death.
Give, give, be always giving,
Who gives not, is not living;
The more you give,
The more you live.

God's love has in us wealth upheaped;
Only by giving it is reaped;
The body withers, and the mind
Is pent in by a selfish rind.
Give strength, give thought, give deeds, give self,
Give love, give tears, and give thyself.
Give, give, be always giving,
Who gives not is not living.
The more we give,
The more we live.

LITTLE SOLDIERS.

CONCERTED PIECE FOR EIGHT LITTLE BOYS.

First Boy—

Little soldiers for the right,
Side by side you see;
And the Temperance banner bright
Leads to victory;
On we march, though young and small—
Temperance work has room for all.

Second Boy—

And we fight for joy and peace
In our soldier-band,
That the cruel Drink may cease
All across the land.
Heart to heart and side by side
Drink we'll conquer far and wide.

Third Boy—

See our arms are stout and strong;
Steadfast are our souls;
Here we come a temperance throng,
While the music rolls—
Music of our temperance lays,
Sweetly sounding joy and praise.

Fourth Boy—

Here we come with dauntless will,
Drink, the foe, to slay;
Step to step we'll fight him till
Temperance wins for aye.
All that harmeth high and low,
Temperance boys proclaim their foe.

Fifth Boy—

Little soldiers for the truth
Ready here we wait,
Warned in this our early youth
Of the drunkard's fate;
Come and join our new crusade—
Falling, wandering lives to aid.

Sixth Boy—

For the sake of brethren dear
Who might go astray,
We will hold our standard here,
And through life's long way
Whatever change we see,
Temperance soldiers we will be.

Seventh Boy—

Say not we can nothing do;
Though we're only small,
Heaven helps the brave and true,
God will bless us all.
Therefore, if we strive in love,
Good and useful we shall prove.

Eighth Boy—

Good and useful all may be;
Every willing heart
In the Temperance victory
May have joyful part.
To the glorious triumph-day
Temperance soldiers march away!

All—

Temperance soldiers, hand to hand,
Till the wrong shall cease,
March across your native land
With the flag of peace!
True and faithful day by day,
Temperance soldiers march away!

(They march off the platform.)—Temperance Record.

* Hints and Helps. *

STAY IN THE SECTION.

BEHE.

ARE these unusual instances:—In one school-room, in ten years, eight successive teachers held sway? In another room, a fifth year in its history, found the fifth teacher installed there?

The practitioner whom each year finds in a new place can never rise high in the confidence and esteem of the public. The clerk who begins each year behind a different counter need not be surprised that promotion is slow. The farmer who looks on the same fields for but one, two, or at most three years, has not much prospect of competence and comfort. And little wonder is it that the teacher who works here this year, there the next, and somewhere else the third, pronounces teaching a laborious, barren and disheartening task.

The more incongruous the surroundings, and the more unruly the children, the more urgent the need of a teacher who will take possession and remain. Yet this very state of affairs is proof positive that the school has passed through many hands. There is no use in condemning trustees or any single teacher. The evil is the result of a custom, and one which causes great waste of time and energy.

Low salaries are not the real cause, for few teachers receive larger remuneration in the second situation than in the first.

Professor Macoun had addressed for several evenings a class of students—teachers to be—upon Botany. The closing lecture he concluded with words of earnest, practical counsel, designed to aid and encourage his auditors in their destined work. If one sentence contained a more excellent suggestion than another, it surely was, "Make yourself a necessity in the section."

That means success, wonderful success, coveted by each and every enthusiastic Modelite who became a teacher with the ending of the year. Success can seldom be attained without patient and long-continued effort—often it delays its visit so long that there come bitter thoughts of preceding teachers, indifferent trustees, intractable or stupid children and exacting parents. But the teacher who desires to become a necessity should crush out such thought with strong endeavor. Upon no account should he think any of these thoughts aloud.

A year is all too short in which to learn the meaning of every gesture and expression, and to understand the character of the children belonging to the school; to become acquainted with the parents and the home environments; to see any important results from the work done; to follow far in pursuit of the ideal which lures the teacher on, though it rises higher the more eagerly he pursues; to experience but in a very slight degree the sympathy and gratitude of those for whom he works.

To all workers come moments of depression, when failure seems the only recompense, and a deep consciousness of unfitness renders them almost cowards; but the mood passes away, and with increased effort and zeal they go forward.

Then let me say to youthful teachers who are in charge of your first schools: Determine to keep them. What if the difficulties are many, they offer you such an opportunity for self-development that it would be the height of folly to drop your work for that which promises to be easier!

Men and women do not enter teaching for a rest, and if any one finds it, he or she is not a teacher. There must be constant effort.

When a teacher signs an agreement to teach for a year at a certain salary he means that he belongs to the section for that time. He teaches from nine till four, but there is work to examine, lessons to prepare, exercise, recreation and rest, to be attended to, that to-morrow may find him able for his work. There are books to be read that he may grow in knowledge, that his thoughts and aspirations may become higher, that he may learn more of teaching. There are duties which he owes to the neighborhood. Thus he who forgets his school at four, and remains in blissful forgetfulness till nine next forenoon, robs the section and impairs his own usefulness.

Sections are not slow to recognize genuine faithfulness in teachers, nor are they slow in expressing

(Continued on page 298).

The Educational Journal.

Published Semi-monthly.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART
AND THE ADVANCEMENT OF THE TEACHING
PROFESSION IN CANADA.

J. E. WELLS, M.A. - - - - - Editor.

Terms:—One dollar and fifty cents per annum, payable strictly in advance. Clubs of three, \$4.25; clubs of five, \$6.75. Larger clubs, in associations, sent through association officials, \$1.25.

Individual members, subscribing at a different time from that of the formation of the Club, may send their subscriptions to this office. Their orders will be taken at club rates.

New subscriptions may begin at any time. Payment, when by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

In case it may be necessary to make change, please send it in two-cent stamps.

The date at the right of the name on the address-label shows to what date the subscription is paid. The change of this date to a later one is a receipt for remittance.

Renewals of all subscriptions should be made promptly. Subscribers addressing the office on any business will, in all cases, please give the names of the post-offices to which their papers are being sent at the time of writing.

Rates of advertising will be sent on application. Business communications should be addressed to the publishers; those relating to matter for insertion in the paper to the editor. These distinct matters should always be treated on separate sheets of paper.

NOTICE.

As many people, either thoughtlessly or carelessly take papers from the Post Office regularly for some time, and then notify the publishers that they do not wish to take them, thus subjecting the publishers to considerable loss, inasmuch as the papers are sent regularly to the addresses in good faith on the supposition that those removing them from the Post Office wish to receive them regularly, it is right that we should state what is the LAW in the matter.

1. Any person who regularly removes from the Post Office a periodical publication addressed to him, by so doing makes himself in law a subscriber to the paper, and is responsible to the publisher for its price until such time as all arrears are paid.

2. Refusing to take the paper from the Post Office, or requesting the Postmaster to return it, or notifying the publishers to discontinue sending it, does not stop the liability of the person who has been regularly receiving it, but this liability continues until all arrears are paid.

PUBLISHED BY

The Grip Printing and Publishing Co.

TORONTO, CANADA.

T. G. WILSON, - - - - - Manager.

* Editorials. *

TORONTO, FEBRUARY 16, 1891.

INCENTIVES TO STUDY.

IN Principal Kirkland's excellent address at the opening of the Toronto Normal School, a synopsis of which we give in another place, occurs a passage in which the "prophets of a new dispensation" are represented as preaching that "knowledge should be made easy and inviting;" and the lecturer queries whether "in moving away from the stern old ways of our forefathers, we may not go too far on the other side." The late John Stuart Mill is quoted as saying that he did not believe that boys can be induced to apply themselves with vigor and perseverance to dry and irksome studies by the sole force of persuasion and soft words. We cordially agree with Principal Kirkland in deprecating the abuse of the "promise and reward" method which holds so prominent a place in some of the schools of the period, though we have no hesitation in saying that of the two motive forces we believe that hope of reward is both a more efficient and morally a higher incentive to study than the fear of punishment. But it is with no controversial purpose that we offer a few observations suggested by these remarks.

It is a truism in education that no real progress can be made save by the pupil's own efforts. The ablest teacher in Christendom cannot educate a boy or a girl; he can only direct and aid his pupil to educate himself. "One man may lead a horse to the pond's brink, but twenty men can never make him drink. In no sphere of action is the teaching of this old proverb more true than in the school room. Hence the be-all and end-all of the teacher's work resolve themselves into the use of the most effectual means of putting the pupil, so to speak, "upon his mettle," calling forth the most vigorous exercise of his own voluntary powers, stimulating and developing in him to the utmost the faculty of self-help. Though this pedagogic principle may seem too familiar to warrant repetition, it is one which, nevertheless, needs to be perpetually repeated and emphasized. Its first corollary is the equally familiar fact that the measure of a man's education is simply the extent to which he has obtained the full mastery of his own powers and is able to concentrate them upon any subject of investigation or thought, at the bidding of the will.

From this it follows that the first and chief practical problem for the teacher to solve is, How can I most effectually call forth earnest and sustained mental effort on the part of my pupils? This inquiry far transcends in importance every minor question of systems and methods and devices in the school room. Perhaps it would be more correct to say that all systems and methods and devices are of value just in the proportion in which they aid in bringing about this one result, by bringing into the most vigorous exercise and the fullest activity all the intellectual faculties.

In the effort to attain this result the two mistakes to which Principal Kirkland refers are alike to be deprecated. The one had full sway under the stern regime of the forefathers with whose "physical force" methods many of us, now of middle age, were all too familiar in our early school-days. The pendulum has, as Principal Kirkland intimates, now swung in many a school to the opposite extreme, and led to a mistaken method no less mischievous. It is quite as impossible to develop brain-power by trying to remove all difficulties and convert school-work into play and diversion, as to force the young mind into vigorous and healthy action at the point of the ferule. The vice of the old method was that it tended to associate ideas of pain and disgust with intellectual effort, and to convert what should be an enjoyable exercise into a task-master's prescription. The vice of the new is that it robs the mind of the joy that accompanies

the sense of power and the consciousness of victory gained through struggle.

The fundamental error underlying both systems is, it seems to us, the assumption that children naturally dislike hard mental work, and enjoy only that which is simple and easy. There can be no more fatal mistakes in pedagogics. The healthy child delights in doing hard things—the very hardest things of which he is capable—whether with muscle or with brain. Every one must have observed this in the physical domain. There is something wrong with the boy who does not prefer a game which demands his utmost muscular energy, to one which calls for little activity or exertion. The impulse which prompts him to attempt the most difficult feats and to delight in the most strenuous endeavors, is implanted by nature for a wise purpose. It is the executive force behind the law of development. Left to himself or wisely directed, the child will take the keenest delight in the vigorous and sustained exercise which is the condition of physical culture, whereas he would shrink from, or positively rebel against the same degree of exertion if imposed as an arbitrary task, and enforced with the rod or other punitive appliance.

Precisely the same law holds in regard to the development of brain or mind-power. We have always believed, and continued observation but confirms the opinion, that the healthy child is formed by nature to be capable of just as keen a delight in mental as in physical gymnastics. When such a child shrinks from the work of the school-room, and has to be either driven by fear or coaxed by bribe to attempt the solution of a problem or the analysis of a sentence, the fact is, to our thinking, proof positive of bad teaching, either by the present or by some previous teacher. The work has been made irksome by wrong methods. There is nothing from which the child-mind shrinks with a surer or truer instinct than from the monotony of mechanical processes. There is nothing which it more thoroughly enjoys than original effort.

We cannot now pursue the subject to its logical outcome, but may often have occasion to recur to it, regarding it, as we do, as of the very first importance. Meanwhile, we have said enough, we think, to suggest our view, and we venture to hope to lead some teacher who finds difficulty in keeping pupils at work and is at a loss to know what pressure to apply, to follow out the thought and test it by practical applications. To aid such we may sum up our theory—for which we do not claim the merit of originality—in a word. In our opinion, nature has already answered the question touching

the proper motive or incentives to study in the constitution of the child-mind. In (a) the innate thirst for knowledge, (b) the instinctive delight in activity, and (c) the joy which attends consciousness of intellectual victory or achievement, nature has provided ample stores of latent motive power, which need only to be drawn upon and used by the skilful hand of the scientific teacher to secure the fullest degree of mental activity and effort that is desirable. Every rule has, of course, its exceptions, and exceptional cases may require special treatment. But, as a rule, we are persuaded that the teacher who knows how to reach and utilize those motives will find that there is about as much danger from over-stimulation, as from failure. With all respect to so illustrious a thinker as John Stuart Mill, we venture to say that his fears in this respect are based upon misapprehension of child-nature, or of true pedagogical principles.

ELECTRICITY IN THE SCHOOLROOM.

THOSE members of the teaching profession who still pin their faith to the use of corporal appliances as the best means of preserving order and promoting study in the class-room, will be interested in a new application of electricity suggested and illustrated in a late number of *Fliegende Blätter*. In the school-room of the future, according to this happy conception, there will be just in front of the principal's chair, a powerful battery enclosed in an elegant desk with an arrangement of keys resembling those of a piano key-board. Each key is connected with a wire, which passing under the floor, terminates in a properly prepared plate, fitted neatly into one of the pupil's seats. These keys are stamped with numbers corresponding with those of the pupil's seats with which they are respectively connected. The principal, seated at his desk, has, of course, the whole school-room under his eye. Whenever a pupil is seen to be listless, all the master has to do is to put his finger lightly upon the proper key, thus completing the electoral connection and administering a shock that will prompt the lazy fellow to recall his wondering thoughts in double-quick time, and set to work in down right earnest. To the unruly lad who persists in playing tricks upon his neighbor or otherwise disturbing the school, a severer shock is administered—one that sends him with a bound and a cry into the air, thence to return to his seat, a sadder but a better boy.

Happy thought indeed! What a relief the introduction of such an apparatus would be to many a wearied teacher, not only in saving the necessity for a muscular

exertion which must sometimes become positively fatiguing, but in lessening the nervous tension as well. No doubt, human nature being what it is, it is not always easy for the teacher to preserve perfectly the unimpassioned and judicial style and spirit which are essential to the full efficacy of punishment of any kind. To those who shrink from violent physical exertion, or who find it difficult to preserve an even mind and temper during the disciplinary process, or to whom the saving of time is an object, or who are troubled with doubts about the dignity and propriety of the old-fashioned display, this truly scientific method will come as a veritable god-send. Those of our readers who are positively sure that the daily floggings are an indispensable part of their professional duty, will do well to watch the progress of the invention. Perhaps, as Ontario does not mean to march behind even Germany in educational reform, it might not be amiss to petition the Department at an early day for an appropriation in aid of the experimental introduction of the new and improved method. Possibly it might be used for scientific illustration as well, and a double economy be effected, two birds being thus killed with one stone.

"THE teacher is of chief importance in a school. He is more essential than the desk, the book, the cupola, or the facade, to the training and well-being of the pupil." So says some one in an exchange. The words sound very like a truism, yet they contain a truth often overlooked in these days, but a truth which should never be forgotten. Fine buildings, good furniture, costly apparatus, are all very desirable, and a great help to the teacher. But it cannot be too deeply impressed upon the minds of taxpayers, and trustees, and all who have to do with educational matters, that far more important than any or all these things is the living presence and energy of the true teacher. Better, infinitely better, for the boy or girl, is the influence and inspiration of a cultivated, clear-headed, noble-hearted man or woman in a log hut, than the petty routine of a mercenary hireling in the grandest educational palace.

* Literary Notes. *

ONE of the best articles in *The Chautauquan* for February is entitled "The National Academy of Sciences," by Marcus Benjamin, Ph.D. The origin, organization, and achievements of this institution are ably and concisely set forth, and many interesting instances are cited in which the Academy has been of important service to the

government. The paper is of general and permanent value.

Public Opinion, the eclectic weekly of Washington and New York, has just announced the offer of three cash prizes of \$150, \$100, and \$50 respectively for the best three essays upon the question: "Is any extension and development of trade between the United States and Canada desirable; if so, what are the best means of promoting it?" The topic is particularly timely and the contest will doubtless attract considerable attention. Full particulars may be had by addressing the publishers of *Public Opinion* at either New York or Washington.

IN *St. Nicholas* for February Helen Gray Cone pays a tribute to the fourteenth with the poem, "An Old-time Valentine." Mary E. Wilkins gives us in "Mehitable Lamb," some fine character sketches; Andrew Lang completes his recital of the story of the "Golden Fleece"; J. T. Trowbridge ably proceeds with his stirring serial; Noah Brooks carries on the Kansas adventures of his heroes, and Elfie and E-ma-ji-na-shun find Cloudland a country of pleasant surprises. "Lady Jane" in this number finds true happiness with her grandfather and other articles, poems and jingles maintain the reputation of this unique magazine for the young.

THE second instalment of the "Talleyrand Memoirs," published in the February *Century*, is devoted entirely to Talleyrand's narration of his personal relations with Napoleon Bonaparte. Talleyrand apologizes for taking office under the directory, describes his first meeting with Bonaparte, tells how the first consul snubbed an old acquaintance, and relates other anecdotes of Napoleon tending to emphasize the weaknesses and vanities of the emperor. Talleyrand criticizes Napoleon's Spanish policy, and gives a detailed account (from notes which he had taken of the conversation) of an interview that Napoleon had at Erfurt with Goethe and Wieland.

In *The Ladies' Home Journal* for February, Emma C. Thursby, Campanini, Madame Albani, Clara Louise Kellogg, Maud Powell and Albert Parsons, have crisp and practical articles on voice-training, piano-playing and music and vocalics generally. Farther on in the number is Sister Rose Gertrude's first printed article on "My Work Among the Lepers," in which the young heroine of the leper settlement of Molokai tells the true reasons why she renounced her work among the stricken lepers. Edward Bellamy follows his original nationalistic ideas in an article on "Woman in the year 2000." George W. Cable, the Creole novelist, begins a series of papers on "How to Teach the Bible"; Mrs. A. D. T. Whitney's new novel, "A Golden Gossip," progresses; Mrs. P. T. Barnum, with portrait, is sketched by a skilful hand; "Josiah Allen's Wife" and Rose Terry Cooke each has a story. Dr. Talmage is especially good in his department, as are also Ms. Margaret Bottome in her "King's Daughters" page, and Mrs. Mallon in her graceful fashion pages. Published at ten cents per copy, or one dollar a year, at 433-435 Arch street, Philadelphia, Pa.

HINTS AND HELPS.

(Continued from page 296.)

their satisfaction; but the harvest does not crowd upon the sowing.

Teachers should have no ears for gossips, and nothing for the ears of gossips, and there will be no bickerings with parents. Nothing so steals dignity from the teacher as the indulging in disputes with the persons whose children he is attempting to teach. Respect commands respect.

Frequent change of teachers means little progress for the children; less for the teacher; it induces the public to place a low estimate upon teachers, and it leads the teacher to hate teaching because he finds no brightness in it; and increase of salary exists only in dreams.

The knowledge of teaching gained in the Model School, valuable though it assuredly is, will not and must not suffice for the wants of the growing teacher. Books, educational papers, conventions and fellow-teachers, offer the widest possibilities for advancement.

Soon will he who works with steadiness and conscientiousness, making the most of his opportunities, find himself a necessity in some section; and make the discovery that teaching actually affords much return for every effort.

WORDS OFTEN MISPRONOUNCED.

- Ba-na-na. Not ba-nan-a.
 Banquet—*bang*-quet.
 Barouche—*ba-roosh*.
 Barrel—*rel*, not *ril*.
 Bartholdi—*bar-tol-dee*. The *o* short.
 Basalt. Don't sound *s* like *z*.
 Ba-shaw.
 Ba-sic. The *a* long and the *s* sibilant.
 Bas-i-lar. The *a* short and the *s* soft.
 Bass re-lief. Either Anglicize all the syllables or none of them. Not *bah*, but *bas*.
 Bayou—*bi-oo*.
 Beauteous—*bu-te-us*. Walker's pronunciation, *bu-che-us*, is antiquated.
 Beaux-esprits—*bo-zas-prec*. All the vowels long.
 Because. Often improperly pronounced *be-coz*.
 Bedizen—*be-di-zn* or *be-diz-n*. There is but little authority for the second pronunciation. It is Webster's, but is only permitted in the late editions of his dictionary.
 Bedstead—*bed-sted*, not *stid*.
 Beethoven—*ba-to-fen*.
 Begone. The second syllable is not gawn, but gon.
 Behalf. The *a* broad as in father, not short as in hand.
 Be-he-moth.
 Behoove. Whether written with one *o* or with two, this word is pronounced *be-hoove*, and not *be-hove*.
 Bel-fast. Broaden the *a* as in cash.
 Be-li-al.
 Benzine—*ben-zin*. This is the dictionary pronunciation for what is generally, if not universally, called *ben-zen*.
 Beneath. The *th* as in bathe.
 Bequeath. Here, too, the *th* is soft.
 Bestrew—*be-stroo* or *be-stro*.
 Betroh. The *o* short and the *th* hard, as in broth.—*From N. Y. Times*.

TRIED, AND FOUND DEFECTIVE.

Do you realize, teachers, that about nine-tenths of the time spent in trying to teach arithmetic to your primary pupils by the "Grube Method" is time even worse than wasted? We have been watching the results with little children, of the "Grube Method" of teaching, for several years, and we are now convinced, beyond a doubt, that it tends to dwarf the intellect of a little child. In the confusing process of unlimited so-called "drill" the child sees nothing but drill, and its mind is unable to think rationally about even some of the simplest questions of numbers. We have refrained for a long while from expressing an opinion of this thing, although often asked to do so, as the "Grube Method" is so extensively used; but we feel fully justified now in giving our views, since a number of the leading educators of the country are beginning to speak of the injury which is being inflicted upon children by the method. Miss Anna Badlam, one

of the best authorities in this country on primary teaching, in a recent letter to the *New York School Journal*, has this to say:

"I am but a partial believer in the 'Grube Method,' pure and simple. My own observations lead me to feel that to take so exhaustive a treatment of number, limited often to operations between one and five in the lowest grade, is confusing, harmful, stagnating, to the child of ordinary brain power.

"The time spent in leading a child to measure five by three, for example, even though taken concretely, had much better be spent in giving him a broader outlook over the field of number; later he may be led to do easily, naturally, and in one-half the time, many of the operations over which a well-meaning but over-zealous convert to the 'Grube Method' (intact) spends her time, and strength, and energy needlessly during the first year."—*North Carolina Teacher*.

School-Room Methods.

A CHART CLASS.

THE class was called out by three pencil taps as signals. The class numbered twenty-three, and stood in one long row.

T.—What can you tell me about the picture in yesterday's lesson?

One pupil tells about it and does well.

T.—Who else can tell about it?

Another tries. The teacher points to the words, *why*, *grass*, *summer*, *hat*, and ask pupils that can tell the word to raise the hand. The boy who makes the most fuss with his hand is not always called on; the teacher shows wisdom in not pouncing on the first hand raised.

T.—Find *Ann*. Find it anywhere else on the chart. Find it written on the board.

The teacher kept her class lively and attentive in this exercise. The pupils called words readily, and we expected some fair reading; but, alas, the teacher pointed to each word of the chart sentences, and the pupil read as the teacher pointed. The words were called quickly, but it was reading by words all the same.

A pupil pronounced *get git*. After the pupil had finished the sentence, the teacher put the word upon the board marked thus, "get," and called on the pupil to pronounce *e* two or three times. This was done correctly. Then the word was pronounced, then the sentence read again, and the word *get* was *git* again. The teacher did not lose her patience, but drilled the pupil and the whole class on the word, and finally gained the point.

Teacher called for words of like sound, class was drilled on them in concert and singly. The word *pet* was developed both as to meaning and looks.

T.—Class, shut your eyes while I write.

Teacher writes several short sentences on the board, in some of which she puts the word *pet*.

T.—Now look, take the pointer, Fred, and find *pet* in a sentence.

So all were called upon, the word was found, and the sentences read, and the class excused.

Now, what is to be learned from this visit?

1. Light pencil taps are good signals—better than loud bell-taps, and three are enough.
2. A class of twenty-three should be formed before the teacher in two rows at least.
3. The plan of word finding, word drill on chart and board used by this teacher was a good one.
4. The class was kept lively and attentive. Attention was attracted, not forced.
5. Pointing to words in a sentence for pupils to read is a deplorably bad habit. It takes all the life out of reading. In fact, it is not reading, but word calling.
6. The teacher did not call on the first one who showed a hand. She gave the slower ones a chance.
7. She used diacritical marks.
8. She was careful that each pupil pronounced every word aright.
9. She had patience and used tact in correcting errors.
10. She developed the meaning of new words in next lesson.

In short, it was good teaching with the exception of the fatal error, which, if she does not correct, should lose her the position.—*Michigan Moderator*

TEACHING PERCENTAGE.

THE kind of work to be done in percentage is indicated in the best text-books upon the subject. The amount to be done is limited only by the time of the pupil, for very much drill is needed to distinguish readily the various conditions of problems which are classed under the head of percentage. In no part of arithmetic is the necessity greater of passing slowly from the known to the unknown than in percentage. Teach each part of the subject with great care, using familiar illustrations and small numbers. Avoid, so far as possible, all work by rule, but lead the pupil by slow degrees to understand the principle involved in each problem as it is presented. Review frequently, and arrange the problems in such a way as to encourage the pupils to think. Sometimes pupils are directed to look over a "model solution," and to perform all the problems of a given lesson by it—a course which is likely to discourage independent thinking. To indicate how the subjects may be taught, a few illustrative examples are here given. The process of each problem should be indicated upon the black-board as the answers are found, and when the principle is understood, drill with small numbers upon many similar problems should be given. Present for a lesson problems containing various conditions, so as to induce the pupils to consider carefully each step of the work.

1. *Given the cost and selling price to find the rate per cent.*

I buy a book for \$4, and sell it for \$5. What do I gain? What part of the cost is the gain? How many hundredths of the cost is the gain? What per cent.?

I buy a book for \$5, and sell it for \$4. What part of the cost do I lose? What per cent. do I lose?

Give other problems of a similar kind containing small numbers.

2. *To find the simple interest of any sum of money.*

I lend you \$100. To whom is a favor done? Who should pay whom for the use of it? Money paid for the use of money is interest. The money loaned is called the principal. Suppose you were to pay me eight per cent. of the principal (\$100) for the use of it for one year; what would you pay me? What would you pay me for the use of it for two years? Six months? Suppose you were to pay me six per cent. a year; how much would you pay me for one year? For six months? For three months? For two months? For one month, or thirty days? For six days? For twelve days? etc.

Suppose I were to lend you \$600 at six per cent. a year; how much would you pay me for six months? For one month? For one day? For four days? For six months and four days?

When this method is well understood, by much practice teach any one of the shorter methods in the same way, and allow only that method to be used.

3. *Given the sum sent to an agent, and his commission to find what is expended.*

First teach by familiar examples the terms *commission*, *consigner*, *consignee*.

Upon what does a commission merchant always reckon his commission? If he buys goods for \$100, and his commission is two per cent., what does he get for his trouble? What would be sent him to pay for the cost of the goods and his commission? If I should send my agent \$102 with which to purchase goods after deducting his commission of two per cent., what would he expend? What would he have for his trouble? The cost of the goods represents how many hundredths, or per cent., of itself? The commission is how many per cent. of the cost? What I send him is how many per cent. of the cost? How will you get 100 per cent.? (If the pupils hesitate here, use the familiar problems like the following: John has one-third more money than James. John has twenty cents; how many cents has James?)

William has fifty per cent. more money than Thomas. William has \$3; how much has Thomas?

Repeat such problems until the pupils see the principle involved, and can readily perform the problems in which the base is not given.—*Princes' Course and Methods*.

A GOOD education is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable.—*Plato*.

Primary Department.

THE FIRST HALF-HOUR.

RHODA LEE.

IN the last number of the JOURNAL we were considering the subject of *beginnings*—beginnings of lessons chiefly, and the thought has come to me that we might carry the subject forward, or rather backward, somewhat, and consider the beginning of the school-day. It is undoubtedly very desirable that we should start well in the morning, that our greetings and our exercises should be both bright and helpful. Good songs, inspiring verses, encouraging words, and perhaps a little conversation about anything of interest that has taken place since four o'clock the day before, should, with prayers, fill up the first half-hour of the morning. If we commence the day with plenty of sunshine or heart-shine, it is almost sure to be a good one.

But what teacher does not make resolutions in abundance for good beginnings and better days? And yet how many things occur to distort and transform the ideal plans.

Here is a young teacher who, after a brisk walk to school on a bright morning, sits down at her desk to think over the day's work, and in the few quiet moments for thought before the children come in, one or two good thoughts find their way into her mind and insure specially good opening exercises.

The bell rings, and with cheerful heart she greets the fifty or sixty little people before her. The exercises proceed when, raising her eyes for a momentary glance through the window at the back of the room, whom does she spy sauntering down the street holding his little sister's hand but Master Freddy from the next block, calmly indifferent to the fact that the last bell rang ten minutes before. Alas! for the happy morning, for the frown that gathers on the teacher's brow is unfortunately deepened by the appearance of a luckless third scholar who rushes in breathlessly at the same moment when the door opens to admit the infant stragglers.

Want of punctuality is one of the trials of a primary teacher's life. In many instances it is not the fault of the pupils but of the parents, who fail to see the necessity for the children being at school exactly at nine. Folios have been written on this subject for the benefit of the "poor tried teacher," and it is not my intention to add to the plans for *coaxing* children to school on time. Punctuality should be insisted upon and any deviation from it considered a disgrace to the class as a whole.

Do not be afraid of "talking over the heads" of your scholars. Talk earnestly to them about the evil habit of being late—for school or any other appointment. The subject, let me add, is not one that can be spoken of one day and put aside for another month. No, you will require to recur constantly to your theme and drive it home well.

When you get your scholars aroused to the idea of taking a pride in their punctuality as a class, the lazy boy who comes late

through some fault of his own will not feel comfortable when he makes his appearance.

But the idea I wish to bring to the fore more particularly to-day is this:—keep a careful look-out for those who are *almost* late.

When in fair weather lines are formed in the yard, notice those who come in after the others, and even those who just reach their line in time. Those who are safe but just safe are the ones who need a little private talk after school, and this is what I advise.

Take time for a little conversation with the delinquents after the others have gone. You will find this effective with most children. In some cases where the offence is persisted in, a note must be sent to the home requesting a reason for the hurry and haste that has to be made in order to reach school in time.

"An ounce of prevention," says the old saw, "is worth a pound of cure." Of the truth of that saying I have had abundant proof in regard to punctuality.

Moralizing at such a length on one of the first requisites to a good morning, I have scarcely gone beyond the disappointing prospect from Miss R——'s window, and perhaps it would be as well to leave her on that morning, returning on some more favorable day to hear something further of her morning exercises.

IN DARKEST SCHOOLROOMS.

ARNOLD ALCOTT.

Is the title suggestive of a gloomy picture?

Ah, yes! To realize what the traditional school was, read the descriptions in Nicholas Nickleby, and in Dombey and Son. Such brutality, such dogmatism, such cold-heartedness, such cramming—we shudder at the thought. No realization of the brotherhood of the race, no sympathy! Dickens tells us of one of his schools, that he remembers the dog, but almost entirely forgets the schoolmaster.

Again, the traditional school subjected the pupils to its authority; demanded blind submission to rules which the scholars had no share in making; insisted on a death-like quietness produced by fear. This gloomy school discouraged an imaginative, eager questioner, and, in short, stultified and repressed mental growth. *Fear* was prime minister and he ruled as absolute monarch. The chief aim of the ancient school was to impart information, relying on the verbal memory; also, to listen to parrot-like repetitions of long-winded, high-sounding, sentences. *Imitation* reigned supreme. Accumulators were welcomed, but no investigating, earnest questioners were wanted.

ONE-SIDED.

Again, the old school dealt only with the intellect, and with that very imperfectly. Special attention was not given to the physical and to the moral natures. The word "activity" was not in the vocabulary.

Methinks, that now I hear a reader saying: "What a title you have chosen?"

We use it on the plea that there are, perhaps, very near home some "Darkest Africas" and "Darkest Englands." We have

talked as though this picture applied to some remote period, long since past. Let us every one see to it that, in our rooms at least, there is no reflection of this educational barbarism.

But, I have another picture to show you, entitled: "*Our Schoolrooms.*" What bright, sunny, homelike places! How comfortable all look! LOVE has full sway. Here we see cheerful, earnest work; a wonderful spontaneity and self-activity; a co-partnership in discipline, because the pupils make their own rules. The government is *democratic*. There is no drudgery here, because the work is made interesting and, consequently, is entered into with the heart, and work done heartily always promises success both intellectually and spiritually.

A word or two, on some specific work which is done in "*Our Schoolrooms.*" First, in READING:—we begin every lesson by taking a few vocal gymnastics. We teach expression by means of personation. Also, we have only the *conversational* parts of a story repeated, and this, when written on the blackboard is put in *colored* chalk, the narrative part being left in white. Again, we have charts of manilla paper on which are drawn with colored crayons pictures of Old Mother Hubbard, of Mother Goose, of The House that Jack Built, and of other well-known stories. Then we teach the pupils the rhymes for these, most of which are, however, known before the boys and girls come to school. The picture is turned out, and the rhyme is said while the pupils are looking at it, thus their attention is aroused and concentrated. Sometimes a clever little pupil artist can make very good sketches for us.

Another phase of "*Our Schoolrooms*" which is particularly interesting is the telling of

FAIRY STORIES.

The modern Kindergartener prefers fairy stories to true ones, because the former are less likely to make the children *self-conscious*, as they deal in imaginary beings, and in wonderful events, much unlike themselves and their homes. Consequently, the mind is taken away from self, and is set to work thinking on and for others. The *emotions* are the channels through which the children are to be reached, in order to teach them love for, and faith in their fellows. Therefore, we should select stories that will leave healthful, happy impressions. In this nineteenth century we are too practical to be harmed by soaring into the region of the ideal. We do not seem to have realized very fully, as yet, the uses of the imaginative faculty in education. Let us develop the idealistic in ourselves, and in our pupils.

One or two suggestions on the manner of presenting stories to the little people:—

1. Always *tell*—never read a story to young pupils.
2. Do not talk about the *moral* of a story, but let that be unconsciously imbibed, just as the fragrance from a rose.
3. Describe minutely the details, thus bringing the story very close to the little folks.
4. Always let the "Good Fairy" close the story, so as to leave a bright, joyful warmth on the feelings.

5. Use gesture naturally and freely.

The teacher must be intensely interested in the story. Your little friends know if you live the truth, which you are trying to impress. Truly, "It is the spirit that quickeneth—the flesh profiteth nothing." All that we are, and have," writes Goethe, "must grow with action," i.e. must live with us and in us. And Richter tells us that it is only activity that can keep serenity and happiness. As a teacher, you are a co-worker with the angels.

You stand on holy ground, and are therefore called to take off your shoes. Will you use your talents, be they ten or five, making more of them, or if there be but one talent, shall it be folded away?

It is for YOU to say.

Question Drawer.

1. HAS a teacher, who is taxed on salary and has paid his taxes on some once, a vote at Dominion elections?

2. Where could a person get full account of subjects and limit of each for a First "C" certificate?

3. A teacher is engaged by the year to be paid monthly; his agreement was drawn on fifth of January, 1891; Would month's pay be due at end of month or on fifth of next month, all through the year?—SUBSCRIBER.

[1. If his name is on the electoral list, not otherwise. 2. Apply to Education Department direct, for all such information. 3. His salary would be payable, we should suppose, at the end of each month of teaching. If he commenced to teach on January 5th, the first month's salary would be due February 5th, etc.]

KINDLY inform me through your journal if a *volapük* writer is likely to obtain a good position in Canada or United States? In what esteem is the language held with educated people?—M. K.

[We are sorry that we are unable to give any definite information. We are not aware that *volapük* is used for commercial purposes to any such extent as to create a demand for professional writers of it. We are quite sure there is no such demand in Canada. Perhaps some reader can oblige with a more definite answer to the above question.]

A TEACHER makes the following agreement with the trustees in regard to his salary, "such salary to be paid, thus, the Government Grants when received by trustees, and balance at end of year." The said trustees, by not complying with the School Law and Regulations, do not receive said grant. In settling with the teacher at the end of the year, would the teacher be entitled to his whole salary or just the balance, as if the grants had been received by the trustees?—SUBSCRIBER.

[The question is really a legal one; but we should suppose that if the failure to secure Government grant was wholly the fault of trustees, the teacher is entitled to his full salary. The school law makes it the duty of trustees to provide for payment of teachers' salaries quarterly. Even if they have to borrow money for the purpose. We think it a mistake on the part of the teacher, to make any other agreement. It is questionable whether, in view of the provisions of the Act, such agreements are legally valid in any case, but having made the agreement, the teacher will, of course, feel himself bound in honor

to abide by the spirit of it. We do not think that that spirit requires that he should lose a part of his salary through failure of the trustees to comply with the law.]

English.

(Continued from page 293.)

pupil advances gradually, yet logically, to the analysis of the most intricate. The exercises are copious, and frequently have the merit of being carefully compiled from standard modern authors. As a work on elementary composition, it is very inadequate; for besides exercises in the expansion and contraction of passages, and some hints to the teacher of composition, the volume contains little. If such be the groundwork of the teaching of composition in England and Scotland, then is their state even more deplorable than our own.

Selections in English Prose from Elizabeth to Victoria. By J. M. Garnett, M.A., Professor in the University of Virginia. Pp. 701. Boston: Ginn & Co.

The volume appears in the tasteful blue-and-gilt of the great Boston house, with their customary excellence in typography and press-work. Prof. Garnett has had a work of no slight extent in the selection of the materials of a volume which represents for the use of the student the character of English prose from, we might almost say, its origin down to the present day. This volume has been successful in providing the University student with a valuable manual for the study of prose style. To give selections from all our prose writers would have prevented a fair presentation of anyone. A wise discretion has, therefore, been exercised in limiting the authors represented to thirty-three, thus affording an average of over twenty pages to each writer. The volume comprises selections from Lily, Sidney, Hooker, Bacon, Jonson, Fuller, Milton, Taylor, Browne, Cowley, Clarendon, Temple, Dryden, Swift, Addison, Steele, Defoe, Bolingbroke, Hume, Goldsmith, Johnson, Burke, Gibbon, Scott, Coleridge, Hazlitt, Lamb, Southey, Landor, Hunt, DeQuincey, Macaulay, Carlyle. It is impossible, in the work of selecting characteristic pieces, to suit everybody's taste. We, for example, would scarcely think it fair to Addison to illustrate his genius by his papers on Milton; for literary criticism, even though Addison was in advance of his age, was certainly not his best work. On the whole, however, the selections have been chosen with taste and judgment, and form a volume of interest, not to the student only, but to any one of literary inclination.

CENTRAL BUSINESS COLLEGE, STRATFORD, ONT.

HUNDREDS of the leading business men of to-day attribute their success in life largely to the thorough course of business training they received in years gone by, and to the substantial footing it enabled them to secure in the commercial world. They regard it as the entering wedge which opened up to them the long series of possibilities by which they were enabled to take advantage of the great opportunities which presented themselves in after life. A thorough business training is an aid in every sphere of effort and in every walk in life. It gives young people the power to direct energies intelligently, and to make a practical application of knowledge. The Central Business College, of Stratford, is one of the high grade business colleges. Three times has this institution increased its seating capacity, and to-day the seats are at a premium. New arrangements have, however, been made, and a few more pupils may enter. This certainly is evidence of superior work on behalf of the instructors in the College. The new prospectus will be mailed free to all applicants, by addressing the Principal, W. H. Shaw, Stratford, Ont.

A REVIEW OF DR. KOCH'S DISCOVERY.

1. DR. KOCH, of Berlin, did not discover the parasitic origin of consumption, as has been claimed. That was discovered by Dr. Martin and proclaimed by him in 1772—more than a hundred years before Koch was born. It was ably advocated by Dr. Barron in 1819, by Dr. Carmichael in 1836 and Dr. Lanza in 1849. In 1855, before Koch was even a physician, I published extracts from the works in the "Specialist and Journal of Diseases of the Chest," which can now be seen at my office.

2. In 1882 Dr. Koch examined under the microscope, and classified the particular microbe which produces consumption, thus proving the parasite theory held by Drs. Martin, Barron, Carmichael, Lanza and myself, and forever settling the dispute between us and the general profession as to the true cause and nature of the disease.

3. Dr. Koch now announces the discovery of a new fluid for hypodermic injection, which, he thinks, may control the incipient manifestations of consumption. He does not claim that this fluid will expel the microbes from the lungs or heal the ravages produced by them. He has neither cured nor pretended to be able to cure by its ordinary cases of consumption.

Such being the plain facts in regard to Dr. Koch, why are so many of our doctors rushing off to Berlin? They have heretofore held a different theory, claimed to be authorities on lung cases, and derived their chief income from the treatment of the unfortunate victims of consumption; but now admit, in published interviews, they have never been able to cure it, even in its "earliest stage" and "mildest form," and are "uncertain whether it can be cured" at all. Why did they not, eight years ago, when Dr. Koch first proved the *bacillus* microbe to be the true and only cause of consumption, give up their false theories and fatal treatments, and frankly confess that they had been wrong? They neither changed their treatment nor admitted the value of Dr. Koch's demonstrations, and only do so now because they hear he has discovered some kind of a fluid, said to be of value in consumption. Before they know the ingredients of this so called "Lymph," or nature even, they suddenly abandon the theories and doctrines on which their whole professional reputation, in regard to consumption, has hitherto rested, proclaim Dr. Koch a veritable God of Æsculapius, endow his *Lymph* with miraculous powers and virtues never dreamed of by Koch himself, and rush off to Berlin in fierce competition to see which shall be first to secure some of the "Lymph" and come back here High Priest of the new faith!

The doctrine these physicians have always had is that consumption is a "disease of the blood," depending on "inherited taint," involving the "whole constitution," and only to be reached by general treatment. The doctrine which I have held and taught for the past forty years is that true consumption is of *parasitic origin—local in its nature*, having its seat in the breathing organs—the constitutional derangements being consequences of the local disease—not causes of it, and only to be cured by remedies acting on and through the lungs. Dr. Koch's demonstrations confirm my theory and destroy theirs.

In 1851 I based on the germ theory a scientific treatment for consumption and kindred diseases of the lungs, by medicated air inhalations, applying powerful antiseptic germicides directly to the seat of the disease. By this treatment I am curing and have cured thousands of consumptives in every stage of the disease, even to the most confirmed, and they are now *living* to bear witness to the fact. The results I have gained prove this treatment to be not merely "BENEFICIAL IN MILD CASES," but curative in all forms of lung disease.

The recent visitation of "LA GRIPPE" or influenza was an example of parasitic disease. The germs filled the atmosphere and were carried in with the breath. They fastened their fangs into the lining of the nasal passages, throat, larynx, windpipe and lungs, which parts became the seat of the disease. For such a condition the only common sense course was to attack it in the air-passages and lungs by inhaled remedies. Instead of doing that, physicians in general merely tried to palliate the symptoms by dosing the stomach with anti-febin, anti-pyrim, quinine, etc., under which course hundreds of people lost their lives in the acute stage, many more died within a few months of the attack, of quick consumption, and thousands laid in that visitation, the foundation of future lung disease. Such treatment and such

results dishonor the practice of medicine. It is sheer empiricism, no matter by whom prescribed. Every case of la grippe could have been broken up and cured within three or four days, without leaving behind any injury or weakness of the lungs.

Whether Dr. Koch has really discovered any medicine or benefit in consumption—cannot be known until he has revealed its composition, or proved its value. As yet he has done neither. I doubt the reality of such a discovery, because he himself has not claimed it, and because all the "benefits" and "improvements" reported have been of "lupus" cases (a comparatively rare skin disease never heretofore classed with consumption, or described in treatises on that disease). There are a hundred cases of consumption to every one of lupus, yet so far not one case of well authenticated consumption has been cured by his "lymph."

We have remedies which destroy the germs and cure the disease, if properly applied by inhalation, and it is quite possible others may be discovered of equal or greater value. But if so, they must be applied by inhalation to the germs and parts diseased or they will neither destroy the one nor heal the other.

ROBERT HUNTER, M.D.

822 Broadway, New York, and 109 Bay St., Toronto.

Dr. Hunter has removed from 71 to 109 Bay St., where his pamphlet on the treatment of catarrh, bronchitis and asthma by the use of medicated air can be had free on application personally or by letter address.

DRS. R. & J. HUNTER.

109 Bay St., Toronto.

PROBABLY no modern medicine has obtained wider notoriety, within a given time than the really wonderful SLOCUM'S OXYGENIZED EMULSION of PURE COD LIVER OIL. To sufferers from lung troubles we say: take no other. As all druggists sell it, it is easily obtained.

THE
Very Best

CENTRAL BUSINESS COLLEGE, Stratford, Ont. This institution occupies a broad and ever widening field of usefulness and is thoroughly established in the esteem of the Canadian people. It holds as prominent a position, and draws its pupils from as high a grade of patrons, as any of the standard literary institutions of this country. Among its students are found the sons and daughters of the leading merchants, manufacturers, farmers, capitalists and professional men throughout Canada, and the thorough training it imparts is of great and lasting benefit in every walk of life. This school invites ambitious young men and women to come and secure for themselves a superior training in business affairs that fits them to obtain high grade positions in the commercial world.

The attendance this term is larger than ever before, and this is only another evidence of the superior work performed by the instructors in this College.

Stratford is the very best spot for obtaining a thorough knowledge of Commercial work or Shorthand. Students may enter at any time. Good board only \$2.50 per week. Write for new Catalogues. W. H. SHAW, Principal.

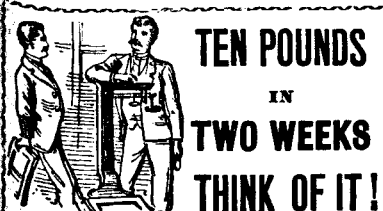
Barker & Spence's Shorthand and Business School.

The Proprietor of "Barker's Shorthand School" and J. W. Spence, Esq., late of the College of Commerce, having entered into partnership, and added a Business Department, new and commodious premises have been taken at 133 King Street East, Toronto, over "Army and Navy," which have been thoroughly equipped for Shorthand, Typewriting, and general business instruction.

Depot for all kinds of Shorthand Books, Reporters' Note Books, Wirt's Fountain Pens, and agency for Shorthand Periodicals.

Circulars Sent Free.

HAMILTON
Business College
AND
SHORTHAND INSTITUTE.
Is under the direction of experienced accountants.
For particulars address:
SPENCER & McCULLOUGH,
HAMILTON, ONTARIO.



TEN POUNDS
IN
TWO WEEKS
THINK OF IT!

As a Flesh Producer there can be no question but that

SCOTT'S EMULSION

Of Pure Cod Liver Oil and Hypophosphites of Lime and Soda

is without a rival. Many have gained a pound a day by the use of it. It cures

CONSUMPTION,

SCROFULA, BRONCHITIS, COUGHS AND COLDS, AND ALL FORMS OF WASTING DISEASES. AS PALATABLE AS MILK. Genuine made by Scott & Bowne, Belleville, Salmon Wrapper; at all Druggists, 50c and \$1.00.

PROTESTANT BOARD Of School Commissioners FOR MONTREAL.

The Headmastership of the Boys' High School will be vacant at the close of the present session. Applications for the position will be received by the undersigned up to 1st April next.

E. W. ARTHY, Secretary.

SOLID GAINS In 1890.

More applications, more insurance, more premiums, more interest income, younger average age of new risks and higher class business with smaller death claims and smaller general expenses puts

The Temperance and General Life
Solidly ahead of its previous record.

In 1891

We desire to increase our gains in all the above important particulars, and will offer the best plans, most truly liberal policies, and fairest classification of risks that can be obtained. For any desired information consult our agents or write to

H. SUTHERLAND, Manager.

Good Agents Wanted.

MUNN & CO
SCIENTIFIC AMERICAN
AGENCY for
PATENTS

A pamphlet of information and abstract of the laws, showing How to Obtain Patents, Caveats, Trade Marks, Copyrights, sent free.
Address **MUNN & CO.**
361 Broadway,
New York.

McAusland & Son
MEMORIAL WINDOWS TORONTO, O.
MEDALISTS. CHURCH & SECULAR STAINED-GLASS
LONDON ESTD 1866. DESIGNS SUBMITTED

100 LESSONS IN English Composition.

MODERN. PRACTICAL.
THOROUGH. METHODICAL.

A New Book, by a Practical Teacher, for use in Composition Classes in the Public and High Schools of Canada.

This book contains 100 lessons, each lesson consisting of four exercises, and each exercise being composed on the average of eight questions or examples. There are thus within its covers about 3,200 questions for class work. The exercises are properly graded for use in the Public Schools and in the junior forms of the High Schools.

PRICE, - 25 CENTS.

The Grip Printing & Publishing Co.
TORONTO, ONT.

THE HIGH SCHOOL Drawing : Course

Authorized by the Minister
of Education.

The course is now complete :

- No. 1—FREEHAND,
- No. 2—PRACTICAL GEOMETRY.
- No. 3—LINEAR PERSPECTIVE,
- No. 4—OBJECT DRAWING,
- No. 5—INDUSTRIAL DESIGN.

These books are all uniform in size and style, and constitute a complete uniform series. The same plan is followed through them all—the Text, the Problems, and opposite the Problems, in each case, the Exercises based upon them. The illustration is upon the same page with its own matter, and with the exercise, in every case, is a space for the student's work. Each copy, therefore, is a complete Text-book on its subject, and a Drawing Book as well, the paper on which the books are printed being first-class drawing paper. The student using these books, therefore, is not obliged to purchase and take care of a drawing book also. Moreover, Nos. 1, 4 and 5 are the only books on their subjects authorized by the Department. Therefore, if the student buys the full series, he will have a uniform, and not a mixed series, covering the whole subjects of the examinations, and edited by Mr. Arthur J. Reading, one of the best authorities in these subjects in this country, and recently Master in the School of Art.

Each book is in the direct line of the curriculum, and is authorized.

The examinations in High School Drawing will be set from the authorized books.

PRICE, ONLY 15c. PER BOOK.

Grip Printing & Publishing Co.
TORONTO.

FOR SCHOOL SUPPLIES

Of Every Description

Address—

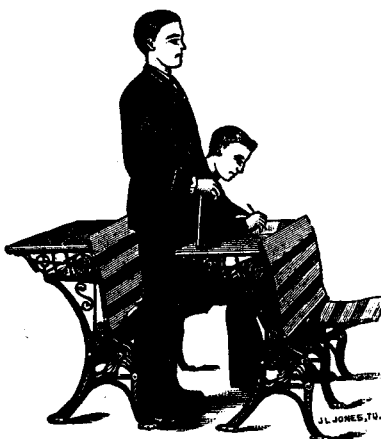
E. N. MOYER & CO.
60 Yonge St., TORONTO, ONT.

The Canadian Office and School Furniture
Company, Limited,

PRESTON, - ONTARIO.

Successors to W. STAHLSCHEIDT & Co.

Manufacturers of Office, School, Church and Lodge Furniture.



THE "PERFECT AUTOMATIC" SCHOOL DESK.
The latest and best.

The School Desks of this Company cannot be excelled for Strength, Beauty of Design, Adaptability and Comfort to the Scholar. Send for Circulars.

FITS Send at once for a FREE BOTTLE and a valuable Treatise. This remedy is a sure and radical cure and is perfectly harmless as no injurious drugs are used in its preparation. I will warrant it to cure

EPILEPSY OR FALLING SICKNESS

in severe cases where other remedies have failed. My reason for sending a free bottle is: I want the medicine to be its own recommendation. It costs you nothing for a trial, and a radical cure is certain. Give Express and Post Office. Address:

CURED

H. G. ROOT M. C., 186 West Adelaide St. Toronto, Ont.

JAMES MURRAY & Co.

+ PRINTING, +

PAPER RULING

BOOKBINDING.

FIRST-CLASS BOOK, LAW,

COMMERCIAL AND

GENERAL JOB WORK.

26 & 28 FRONT ST WEST
TORONTO.

TEACHERS AND STUDENTS

When in need of Books will find it to their advantage to send their orders to us, as we have unusual facilities for prompt forwarding, and our prices are known to be of the lowest.

We Can Supply Any Book You Want.

VANNEVAR & CO. - Educational Booksellers.
440 Yonge Street. - TORONTO, ONT.

STATUARY

BUSTS and BAN-RELIEFS for Decorative Purposes, 2000 Styles FREE Pamphlet sent FREE
Art Studies
PLASTER CASTS for Artists and Schools, 2500 Designs, Descriptive Pamphlet FREE

G. HENNECKE CO., MILWAUKEE, WIS.
AND 207 WABASH AVENUE, CHICAGO.

TO AGENTS!

A Chance to Make Money Selling

THE NORTH-WEST

Battle * Pictures.

Every Volunteer in Canada will buy them.

Apply for Sample Sets and Prices to

The Grip Printing & Publishing Co.
28 Front Street West, Toronto.

AGENTS WANTED
TO SELL
CHILD'S

BIBLE

AND

CHILD'S

LIFE OF

CHRIST

THE

BEST SELLING BOOKS

OF THE DAY.

Grip Printing & Publishing Co.
26 & 28 Front St. W.
TORONTO.

WOMAN'S MEDICAL COLLEGE



Toronto, Ont. In Affiliation with the University Trinity College. For full information regarding graduation, prizes, fees, etc., and for copies of the annual Announcement, apply to D. J. GIBB WISHART, M.D., Secy., 36 Carlton St., Toronto.

MOULTON LADIES' COLLEGE

A Department of McMaster University, TORONTO, - ONTARIO.

Winter term opens January 6, 1891. Board and Tuition for the rest of the year \$99.00. Address,

MISS A. L. SMILEY, M.A., Principal.

GERMAN. FRENCH. SPANISH.

THE INGRES-COUTELLIER

School of Modern Languages

Natural Method by Native Teachers.

TORONTO:

Canada Life Building.

MONTREAL:

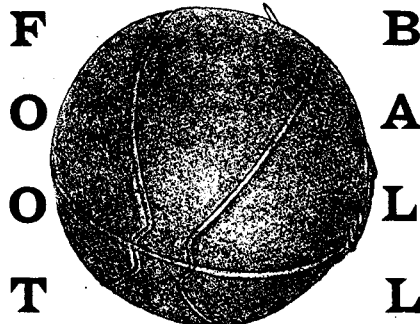
Nordheimer Block, 207 St. James St.

DIFFERENT BRANCHES:

John, N.B.; Halifax, N.S.; Winnipeg, Man.; Brantford, Ont.; Kingston, Ont.; Ottawa, Ont.; Bangor, Me.; Calais, Me.; Yarmouth, N.S.; and other cities.

Office and Recitation Rooms in the Canada Life Building. At the next French literature course, Tuesday, Feb. 3rd, 8 o'clock, Prof. George Coutellier will talk about: Horace de Cornaille. Admission—For pupils of the school 40c., for non-pupils 50c. Special arrangements will be made for the whole term.

"PERFECTION."



BUTTONLESS.

The above cut shows the design of the Perfection Buttonless Football as it is registered in Great Britain, and represents to the fullest degree perfection in shape, perfection in workmanship, perfection in the material used in its manufacture, and perfection in finish.

This, combined with the closeness of our price, has led certain dealers to have the design slightly changed in hopes that they would thereby be able to get a little more for them. Beware of such. We sell the best buttonless balls made, and give the number, circumference and price of each.

ASSOCIATION FOOTBALLS COMPLETE.

Sizes—No. 1, No. 2, No. 3, No. 4, No. 5. Perfection, 20 in. 22 in. 24 in. 26 in. Asso'n. buttonless, prices \$1.50 \$1.60 \$1.75 \$2.25 \$3.00 Perfection Chrome, Special Buttonless Waterproof, only one size made. 3.50 Queen's Park, the well-known favorite. 3.00 Rugby Match Ball, very superior, price, \$3.25.

RUBBERS AND COVERS SEPARATE, ETC.

No. 1. No. 2. No. 3. No. 4. No. 5. Rubbers, separate, Mackintosh's best. \$0.60 \$0.70 \$0.80 \$0.90 \$1.00 Covers, separate, buttonless. 0.95 1.00 1.10 1.50 2.15 Covers, separate, Queen's Park, \$2.15. Chrome Buttonless, \$2.55. Inflators, Brass Piston, The Little Wonder, 60 cts.; large size, \$1.50. Rubber Cement, 30c. box. Shin Pads, Cloth Lined, 50c. per pair; Best Leather, Chamois Lined, \$1.00 per pair.

The above covers are all the celebrated McKechnie make, made of hand-wrought leather of the very best (specially prepared) quality, and filled with McIntosh's REGISTERED rubbers of best quality, STAMPED. The Inflators are both first-class articles, nothing to go wrong about them, like the rubber bulb ones. No club should be without one at these prices.

Any article in above list mailed free on receipt of price to any address in the Dominion of Canada or United States. Send money or stamps by registered letter or, if convenient, a post office order is absolutely safe. Address

LUMSDEN & WILSON,

Importers of Football Goods, SEAFORTH, Ontario.

OFFICIAL CALENDAR OF THE EDUCATION DEPARTMENT

FOR

February, March and April.

February:

4. First meeting of High School Boards and Boards of Education. [H.S. Act, sec. 22; P.S. Act, sec. 107.]

March:

- 1. Separate School supporters to notify Municipal Clerk, [S.S. Act, sec. 40.] Minutes of County Council to Department, due. [P.S. Act, sec. 128.] Inspector's Annual Reports to Department, due. [P.S. Act, sec. 183 (6).] Auditor's Reports on the School Accounts of High School Boards and the Boards of cities, towns, villages and townships, to Department, due. Financial Statements of Teachers' Associations to Department, due.

26. High, Public and Separate Schools close for Easter holidays. [H.S. Act, sec. 50.]

27. GOOD FRIDAY.

30. EASTER MONDAY.

31. High, Public and Separate Schools open after Easter holidays. [H.S. Act, sec. 50.]

April:

1. Notice from candidates for First Class Certificates, Grades A and B, to Department, due.

Return by Clerks of counties, cities, etc., of population to Department, due. [P.S. Act, sec. 140.] Toronto University Examinations in Medicine begin.

23. Art Schools Examinations begin.

27. Toronto University Examinations in Law begin.

THE OWEN Electric Belt and Appliance Co'y.

(Head Office, Chicago, Ill.)

Incorporated June 17, with a Cash Capital of \$50,000.

(Patented in Canada, December, 1877.)

71 King St. W., Toronto, Canada.

C. C. PATTERSON, Manager for Canada.



Electricity as Applied by The Owen Electric Belt and Appliances

Is now recognized as the greatest boon offered to suffering humanity. It has, does and will effect cures in seemingly hopeless cases where every other known means has failed. Rheumatism cannot exist where it is properly applied. By its steady, soothing current, that is easily felt it will cure,

- Rheumatism Sciatica Spinal Diseases General Debility Neuralgia Lumbago Nervous Complaints Spermatorrhea Dyspepsia

- Liver Complaint Female Complaints Impotency Constipation Kidney Disease Varicocele Sexual Complaints Epilepsy or Fits Lame Back.

RHEUMATISM.

It is not pleasant to be compelled to refer to the indisputable fact that medical science has utterly failed to afford relief in rheumatic cases. We venture the assertion that although electricity has only been in use as a remedial agent for a few years, it has cured more cases of Rheumatism than all other means combined. Some of our leading physicians, recognizing this fact, are availing themselves of this most impotent of Nature's forces.

TO RESTORE MANHOOD AND WOMANHOOD.

As man has not yet discovered all of Nature's laws for right living, it follows that every one has committed more or less errors which have left visible blemishes. To erase these evidences of past errors, there is nothing to equal Electricity as applied by The Owen Electric Body Battery. Rest assured, any doctor who would try to accomplish this by any kind of drugs is practising a most dangerous form of charlatanism.

WE CHALLENGE THE WORLD

to show an Electric Belt where the current is under the control of the patient as completely as this. We can use the same belt on an infant that we would on a giant by simply reducing the number of cells. Other belts have been in the market for five or ten years longer, but to-day there are more Owen Belts manufactured and sold than any other makers combined.

ELECTRIC INSOLES. Dr. Owen's Electric Insoles will prevent Rheumatism and cure Chilblains and Cramps in the feet and legs. Price, \$1.00 sent by mail.

EXTRACTS FROM CANADIAN TESTIMONIALS.

"For eight years I have suffered with rheumatism, and am now out of pain and growing better daily and in my 75th year. Can confidently recommend the Owen Belt when everything else fails." A. Menzies, Niagara Falls. "Having some knowledge of electricity and its power, and having used other belts prior to my use of yours. I can say that it is the best that I ever worn." Jas. Blair, Port Dalhousie. "Am much pleased with belt; it has done me a great deal of good already." J. Sergerim, Galt, Ont.

"Saved my life when I had muscular rheumatism." Mrs. Caroll, West Market St. "Your Electric Belt cured a violent attack of sciatic rheumatism of several months' standing, in eight days." Jas. Dixon, Sr., Grand Valley, Ont. "Have been a sufferer for years from nervous headaches and neuralgia. After trying one of your belts am more than satisfied with it. Can knock out a headache now in fifteen minutes that used to keep me in bed for days." Thos. Gales, Crawford St., Toronto

BEWARE OF IMITATIONS AND CHEAP BELTS.

Our attention having been attracted to base imitations of "The Owen Electric Belt," we desire to warn the public against purchasing these worthless productions put upon the market by unprincipled men who, calling themselves electricians, prey upon the unsuspecting by offering worthless imitations of the Genuine Owen Electric Belt that has stood the test of years and has a continental reputation.

Our Trade Mark is the portrait of Dr. A. Owen, embossed in gold upon every Belt and Appliance manufactured by the Owen Electric Belt and Appliance Co. None genuine without it. The cheap so-called Electric Belts advertised by some concerns are perfectly worthless as a curative power, and dear at any price. A genuine Electric Belt cannot be manufactured and sold at cheap prices. Send six cents for illustrated catalogue of information, testimonials, etc.

The Owen Electric Belt Co., 71 King St. West.

TORONTO.

Mention this paper.]

SELBY & CO.

32 1/2 Church St., Toronto,

Importers and Manufacturers of

KINDERGARTEN GOODS.

Agents in Canada for the MILTON BRADLEY COMPANY, the celebrated United States makers of Kindergarten Materials.

Estimates given for the complete furnishing of Kindergartens. Correspondence invited.

DEAFNESS!

ITS CAUSES AND CURE.

Scientifically treated by an aurist of world-wide reputation. Deafness eradicated and entirely cured of from 20 to 30 years' standing, after all other treatments have failed. How the difficulty is reached and the cause removed fully explained in circulars, with affidavits and testimonials of cures from prominent people, mailed free.

DR. A. FONTAINE, 34 West 14th St., N.Y.



REMINGTON

STANDARD

TYPEWRITER

Is now a necessity in all First-class Educational Institutions. Write for particulars.

GEORGE BENGOUGH, General Agent.

4 Adelaide Street West, - Toronto.

TEACHERS AND STUDENTS may have all their book wants promptly attended to, either in the new or used line and at reasonable terms, by addressing

Frank Porter, 535 Yonge St.

(SUCCESSOR TO DAVID BOYLE.)

Books to any part of the Dominion, for Inspectors, Teachers and Students, mailed or expressed daily.

LIST OF REMAINDERS

At Less Than Half Price.

As only single copies of many of the following books are in stock early orders should be forwarded if books are desired.

BIOGRAPHY.

	Regular Price	Offered at
Boswell and Johnson. Their Companions and Contemporaries. By J. F. Waller, LL.D. Cloth.....	\$0 35	\$0 15
Locke (English Men of Letters Series, by Thos. Fowler.) Edited by John Morley. Cloth 8vo.....	90	40

COOKERY.

One Hundred and One Methods of Cooking Poultry, with Hints on Erection, Trussing and Carving. By Aunt Chole. Paper	35	15
The Curry Cook's Assistant; or, Curries, and How to Make Them in their Original Style. By Daniel Santiogoe. Boards..	35	15
Home and Its Duties. A Practical Manual of Domestic Economy for Schools and Families. By J. W. Laurie. Boards....	35	15

CHILDREN'S BOOKS.

Narrative Poetry for the Young, with eighty illustrations engraved by the Brothers Dalziel. Cloth.....	70	25
Evenings at Home, in Words of One Syllable, with numerous colored illustrations. By Mary Godolphin, author of Robinson Crusoe in Words of One Syllable, etc. Cloth.....	90	40
A Child's First Lesson Book, chiefly in Words of One Syllable. By a Mother. Eighty-two illustrations.....	90	40
Aunt Fanny's Stories Told in the Wood. By author of Nightcaps	35	15
Toto's Merry Winter. By Laura E. Richards, author of "Five Mice in a Mousetrap," etc. Illustrated. Handsomely bound, cloth, gilt.....	1 25	60

ELOCUTION.

Burt's Standard Reciter, containing thirty-seven Popular Recitations, compiled by H. P. Burt. Paper.....	15	10
The Elocutionist—A Collection of Pieces in Prose and Verse. Peculiarly adapted to display the art of reading, in the most comprehensive sense of the term. Preceded by an introduction on the principles of elocution. By James Sheridan Knowles, author of the Tragedy of Virginius, etc. Edited by Robert Mullan. Cloth.....	90	25
The Temperance Speaker, or the Good Templars' Reciter, comprising speeches, readings, dialogues, anecdotes, narratives, etc., showing the evils of intemperance and the advantages of total abstinence. By Prof. Duncan. Cloth	40	20
The Young Elocutionist. Copiously illustrated. A book which explains the art of speaking gracefully and well.....	15	10

FICTION.

Rose Clarendale and her Unexpected Marriage with the Object of her Devoted Attention, or Loveliness and Virtue Rewarded, Pride and Malignity Defeated. With colored plates. Cloth.....	35	15
Love in a Cottage and "Ellen," (Tales of Love), etc., with colored plates. By T. S. Arthur, author of Ten Nights in a Bar-room, etc. Cloth.....	35	15
The Mysteries of St. Clair, or Mariette Mouline. With colored plates. By Mrs. Catherine G. Ward, authoress of Rose Clarendale, or the Mysterious Marriage, etc. Cloth.....	35	15

HISTORY.

Ainsworth's Windsor Castle, an historical romance, including the Earl of Surrey's meeting with Morgan Fenwolf. Cloth...	50	30
Jack Sheppard. A romance by W. Harrison Ainsworth, author of London Tower, etc. Including how Jack Sheppard broke out of the cage at Willesden. Cloth.....	50	30
Egypt and Scythia Described by Herodotus. Cloth.....	35	15
Year One of the Republic 1793. The Story of a Peasant. With numerous full-page illustrations. By Mme. Eckermann-Chatnan, authors of Madame Therese, etc. Cloth.....	90	45
Edwin, the Boy Outlaw, or, The Dawn of Freedom in England, containing how three boys helped to defend a town and how Edwin, the son of Brand, was knighted. By J. Frederick Hodgets, late Professor and University Examiner at Moscow. Cloth.....	1 75	75
The Fall of Moscow. March of the Grand Army to the Numen. A military novel, with sixteen illustrations. By Thomas Henry Teegan. Paper.....	35	15
Great Historic Events, selected from Chambers's Miscellany, with numerous full-page illustrations, containing the British contest of India and story of the Indian Mutiny. Cloth..	90	45

HISTORY.—(Continued).

	Regular Price	Offered at
Holt's Behind the Veil. A Tale of the Norman Conquest and of the Days of William the Conqueror, containing the Battle on the Heath, by Emily Sarah Holt, author of Lady Sybil's Choice, etc. Cloth.....	1 25	65
John Bull, Junior, or French as She is Taught. (Enlarges from "Drat the Boys.") By Max O'Rell, author of John Bull and His Island, etc. Paper.....	35	15
Notes and Sketches Illustrative of Northern Rural Life in the Eighteenth Century. Containing cultivation of the soil, 1700-1800, and an agricultural tour by Andrew Wright, surveyor, and Dr. James Anderson. By the author of Johnny Gibb of Gasket mute. Boards.....	70	20
Our Warrior Princes, the Four Edwards and the Wars of the Roses. With seventeen full-page illustrations. By Roscoe Mongan, B.A., author of Our Great Military Commanders. Boards.....	50	20
Parkman, Montcalm and Wolfe. Containing a narrative on France and England in North America; also a series of Historical Narratives. The names on the title page stands as representative of the two nations whose final contest for the control of North America is the subject of the book. For two vols., slightly soiled, cloth.....	3 00	1 50
Philip the Second: History of His Reign. Vol. 1 and 2 complete in one volume, containing his Birth, his Education, his Marriage to Mary of Portugal, and his Journey to Gaste. By Wm. H. Prescott. Cloth.....	70	35
Rome and the Early Christians. Being letters of Lucius M. Piso from Rome to Fosta, the daughter of Gracchus at Palmyra	50	25
Russian Empire; its Origin and Development. Containing a visit to a nobleman's estate, also a visit to Nijni-Novgorood and Warsaw; notes on other Russian cities. By S. B. Boulton. Cloth.....	35	15

GAMES, AND IN AND OUT-DOOR SPORTS.

Every Girl's Book. A compendium of Entertaining Amusements for Recreation in Home Circles, containing Rondes and Music, Acting Proverbs; also Embroidery in Chenille, Embroidery in Feathers, etc. Compiled by Louisa Lowford. Cloth.....	1 25	50
Dick's Hand Book of Whist, containing Pole's and Clay's rules for playing the modern scientific game, the club rules of Whist, and two interesting Double Dummy games. Paper.....	25	15
Quarter Staff: a Practical Manual, with twenty-three Figures of Positions. The exercises in this book have been carefully chosen from those that the author has himself used. By Thos. A. McArthur. Boards.....	35	15
Hand Book of Chess. Illustrated. Containing acknowledged laws of the game; How to Checkmate, Endings of Games, etc. By G. F. Pardon. Limp cloth.....	50	10
Golf: the History of the Game. The Golf Course; How to Play the Game; Advice for Beginners, etc. By W. T. Linskill. Cloth, boards.....	35	15
The American Card Player. Containing clear and comprehensive directions for playing the games of Euchre, Whist, Bezique, All Fours, Pitch Commercial, Pitch, French Fours, All Fives, Casino, Cribbage Straight and Draw Poker and Whiskey Poker, together with all the Laws of the Games. Boards.....	50	20
Football: The Rugby Game. Containing the Effect of Professionalism on the Rugby Game; the By-Laws, Laws of the Game, Regulations for Umpires, etc. By Arthur Budd, Past President of the Rugby Union. Cloth, boards.....	35	15
Chess Problems, their Composition and Solution. By James Rayner, Problem Editor of the British Chess Magazine. Cloth, boards.....	35	15
Billiards, its Theory and Practice, with the scientific principle of the Side Track, the Spot Strike, etc.; the rules of the various games, Hints on Betting, and a chapter on Bagatelle. By Captain Crawley. Cloth.....	35	15
Out Door Sports. Illustrated. A compendium of instructions for playing many of the out door games. Paper.....	15	5
Sailing. Containing the Choice of a Boat, the Theory of Sailing, the Rigs for Small Boats, How to Sail a Yacht, the Economy Between Decks, Laws of the Sea, How to Find One's Way at Sea, Yacht Racing, etc. By E. F. Knight, Barrister at Law, author of the "Cruise of the Falcon." Cloth..	70	35
Rowing and Sculling. Containing Choosing and Placing a Junior Crew, Use of Legs, Recovery, Catch, Form Swing, Finish, etc. By Walter Radford Woodgate, M.A., B.N.C., Oxon, and Barrister at Law, author of O. V. H., etc. Cloth....	35	15

W. J. GAGE & CO., 54 FRONT ST. WEST, TORONTO.

**NEW AND CHEAP
Little Books**

REQUIRED BY EVERY TEACHER.

We ask attention to the Catalogue of Books and School Supplies recently issued with the EDUCATIONAL JOURNAL. In it will be found a large list of books for assistance or recreation especially valuable to the teachers. We select the following from the list :

BOOKS

For Clubbing with "Educational Journal"

To subscribers to EDUCATIONAL JOURNAL we will give the following special list of books at the low prices named :-

Little People's Speaker. 100 pages, attractively bound, well filled with motion songs, concert, holiday, temperance and patriotic pieces, suited to every occasion in which the little folks are called upon to take part. Paper, 15c.

Little People's Dialogues. 120 pages, handsome cover. This book is specially prepared for children's recitations, by Clara J. Denton. It is adapted to the most varied kinds of entertainments and exhibitions. Paper, 25c.

Humorous Dialogues and Dramas, handsome cover, contains a great variety of specially prepared selections, humorous, without being coarse. Paper, 25c.

Sunday School and Church Entertainments, handsome cover, contains dialogues, tableaux, recitation, concert pieces, motion songs, and short dramas, illustrating Biblical truths. Paper, 25c.

Marsh's Speeches and Dialogues for Wee Tots, comprising a variety of short speeches and dialogues, suitable to children from three to ten years old. Paper, 25c.

Tableaux, Charades and Pantomimes. A first-class collection for various entertainments. Paper, 25c.

Jokes. A collection of the brightest, funniest and most catching jokes of the day. 150 pages; attractive cover. Paper, 25c.

Popular Synonyms. Twenty-five thousand words in ordinary use; accurate, elegant, cheap. Flexible cloth cover, 25c.

Words Correctly Spoken. A work valuable to all who desire accuracy of language. Cloth, 15c.

The following special list will be found attractive:

Wilford's Original Dialogues and Speeches for Young Folks.—Being by far the most complete of its kind ever issued. This work supplies that palpable need, which has so long been evident in books of this class, that of *Dialogues and Speeches* adapted to the natures of children. This work contains 19 original Dialogues and 53 Speeches, especially adapted for children between the ages of five and 12 years. 160 pages. Paper cover, price 25c.

Ritter's Book of Mock Trials.—An entirely novel idea. The trials are very amusing take-offs of actual scene in court and daily life; containing sixteen complete trials—adapted to performance by amateurs or professionals. Paper cover, price 25c.

Rowton's Complete Debater.—Containing nine complete Debates, Outlines of Debates, and 108 questions for Debate. The most perfect work of its kind published, and especially adapted to Literary and Debating Societies. No person should be without this great literary work. We are sure that those who purchase copies will declare it well worth ten times the amount spent. Containing over 200 pages. Boards, price 50 cts.

Beale's Calisthenics & Light Gymnastics for Young Folks.—120 illustrations from Life by Photographic Process. Containing Broom and Fan Drills, Marches, Fencing Club, Hand and Dumb Bell Exercises, Swimming and Music for Marching. This is the most complete work published on the subject. 160 pages. Boards, 75 cts.

Burdett's Dutch Dialect Recitations and Readings.—This collection of amusing and laughable recitations embraces all the newest and most successful pieces, original and selected, with which the celebrated reader, James S. Burdett, invariably "brings down the house." Containing 94 original and selected gems of Humorous German dialect pieces in prose and poetry. 160 pages. Price, paper 25 cts.

Brudner Gardner's Stump Speeches and Coming Lectures.—Containing the best hits of the leading Negro delineators of the present day, comprising the most amusing and side-splitting contribution of oratorical effusions which have ever been produced to the public. The newest and best book of Negro comedians published. 160 pages. Bound in illuminated paper covers. Price 25 cts.

Sent post-paid on receipt of price.

Address:

GRIP PRINTING and PUBLISHING CO.
26 & 28 Front St. West, Toronto.

**Some Choice Books
SUITABLE FOR TEACHERS.**

Cassell's Concise Cyclopædia: Edited by Wm. Heaton; with 600 Illustrations; 1344 pages; new and revised. Royal 8vo., Colored Edges, bound Library style. Price, \$5.00.

Cassell's Miniature Cyclopædia; containing 30,000 subjects. Bound in Cloth. Price, \$1.50.

Cassell's Latin-English Dictionary, by J. R. Beard, D.D. and C. Board, B.A.; 914 pages. Crown 8vo. Price, \$1.50.

Cassell's German-English and English-German Dictionary; by E. Weir; cloth; 1126 pages. Crown 8vo. Price, \$1.50.

Cassell's French-English and English-French Dictionary; Compiled from the best authorities of both languages; by Professor De Lolme and Wallace and Henry Bridgeman; revised and corrected from the seventh and latest edition (1877) of the Dictionary of French Academy; by Prof. E. Rowland, B.A. (Paris); 1152 pages. Crown 8vo., Half Roxburgh. Price, \$1.50.

Any of the above books sent with a year's subscription to the JOURNAL for \$1.00 extra, or

You can get them Free by sending us three new Subscribers to Grip and six dollars in cash, the regular subscription price, and we will send any one of the Dictionaries or the Miniature Cyclopædia free, postage paid, or

Send us ten new Subscriptions to Grip and twenty dollars in cash, the regular subscription price, and we will send you the Concise Cyclopædia free, postage paid, or

If you prefer the Dictionaries to the Concise Cyclopædia send us twelve new subscriptions and twenty-four dollars in cash and we will send you the three Dictionaries and the Miniature Cyclopædia.

If you cannot procure the required number of subscriptions to entitle you to a book, send us all you can and we will charge you just enough to cover the cost of the book to us.

Don't fail to try; every subscription secured will materially reduce the price of the books to you.

These books have been carefully selected as ones most needful to the teaching profession.

This is the greatest Offer ever made to the Teachers of the Dominion.

These publications are the most recent editions of the celebrated publishers, CASSELL & CO., London and New York.

THIRD EDITION!

Indispensable to every live Teacher.

Practical Problems

IN

ARITHMETIC.

For First, Second and Third Classes.

By JAMES WHITE, Public School Teacher,
EDMONTON, ONT.

This book has been prepared specially to suit the convenience of Public School Teachers. It contains about 700 Practical Problems suitable for First, Second and Third Classes in Public Schools. It is very carefully graded, and each principle required to be taught is introduced in logical order. It receives the hearty approval of Teachers and Inspectors.

Read their Opinions.

From ALLAN EMBURY, ESQ., Inspector, Peel.

I have examined this little book of Arithmetical Problems, and can give it an unqualified endorsement. The questions are carefully graded, and are specially suited to the wants of our over-worked teachers who have not always the time to devote to the preparation of exercises upon the various subjects of the school curriculum. The questions are not stated in the form of propositions; but their statement is incidental, leaving the inner connection of the problems to be discovered by the pupil himself; and in this important feature lies their special adaptability as an educational force. I heartily recommend this book to all teachers wishing to economize time and labor in their preparation for ordinary school work.

From E. TROUGHT, ESQ., Teacher, Member County Board of Examiners, Inglewood.

I have examined with some care Practical Problems in Arithmetic for First, Second and Third Classes, by Mr. White, Edmonton. Without the slightest hesitation I say that they are the best I have ever seen—the best in selection, the best in grading, and above all, the best for developing the reasoning powers of the child, and for exercising his ingenuity. A special feature of the grading is that principles which have been introduced are being constantly made use of in the succeeding problems which are in their turn introducing new principles, so that the whole work may be said to be one unconscious review. It is a great boon to Teachers.

Price, Bound in Cloth, 25 cts.

ADDRESS,

Grip Printing & Publishing Co.
TORONTO.

Teachers and Students should attend the
GALT BUSINESS COLLEGE
— AND —
SHORTHAND INSTITUTE.

Book-keeping, Penmanship, Arithmetic,
Banking, Correspondence, Reporting,
Shorthand, Typewriting.
No Classes—Individual Tuition—Low Rates.
For Circulars Address, PRINCIPAL.

PHOTO & HALF-TONE ENGRAVING.
GRIP PRINTING AND PUBLISHING CO.
ALL METHODS OF ENGRAVING.
ENGRAVINGS OF ILLUSTRATIONS FOR BOOKS NEWSPAPERS & CIRCULARS.
SUBSTITUTE FOR WOOD ENGRAVING

**WHERE AND HOW TO GET YOUR
STANDARD DICTIONARY!**

The Regulations of the Education Department (approved August 25, 1885) No. 23 (f), read as follows:

"Every School should have, at least, a Standard Dictionary and a Gazetteer."

We make Teachers and Boards of Trustees the following offers:—

- Concise Imperial, best binding, - \$5.50*
- Webster's International, full bound, 11.50*
- Lippincott's Gazetteer, full bound, - 11.50*

Together with one year's subscription to THE EDUCATIONAL JOURNAL in every case.

The Grip Printing and Publishing Co.

26 & 28 FRONT STREET WEST, TORONTO.

WALL MAPS FOR SCHOOLS.

The most accurate and best series of wall maps published. Drawn and engraved by the eminent geographer, J. BARTHOLOMEW, F.R.G.S., Edinburgh. Mounted on Strong Cloth, with Rollers, clearly Colored and Varnished.

NO.	DESCRIPTION	SIZE	REGULAR PRICE	NO.	DESCRIPTION	SIZE	REGULAR PRICE
1.	Railway Map of Ontario,	43 by 33 inches	\$3 00	10.	Africa,	67 by 52 inches	\$4 50
2.	Ontario,	67 by 52 "	4 50	11.	British Islands,	67 by 52 "	4 50
3.	Quebec,	67 by 52 "	4 50	12.	Australia and New Zealand,	67 by 52 "	4 50
4.	New Brunswick,	67 by 52 "	4 50	13.	Palestine,	67 by 52 "	4 50
5.	Nova Scotia and Prince Edward Island,	67 by 52 "	4 50	14.	The World in Hemispheres,	67 by 52 "	4 50
6.	North America,	67 by 52 "	4 50	15.	The World on Mercator's Projection,	67 by 52 "	4 50
7.	South America,	67 by 52 "	4 50	16.	United States,	81 by 52 "	6 00
8.	Europe,	67 by 52 "	4 50	17.	The Dominion of Canada,	80 by 49 "	6 50
9.	Asia,	67 by 52 "	4 50				

To any Teacher or Board of Trustees subscribing for THE EDUCATIONAL JOURNAL at \$1.50 we will send one or more of the above maps, each at \$1.00 less than the Regular Price.

This is an opportunity that should not be neglected. Supply your school at once with First-Class Maps at wholesale rates.

In ordering Dictionaries or Maps please give your nearest express office. Address,

EDUCATIONAL JOURNAL, Grip Office, Toronto.

CONSUMPTION SURELY CURED

TO THE EDITOR:

Please inform your readers that I have a positive remedy for the above named disease. By its timely use thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption if they will send me their Express and Post Office Address. Respectfully,
T. A. SLOCUM, M.D., 126 West Adelaide St., TORONTO, ONTARIO.